DOCUMENT RESUME

ED 142 561 TM 006 104

| | |
|---|---|
| TITLE | [The American Way: Rules, Laws and You. An Assessment of Law-Related Competencies. Primary, Intermediate and Secondary Levels. Tests and Supporting Materials.] |
| INSTITUTION | Pennsylvania State Dept. of Education, Harrisburg. |
| PUB DATE | Aug 76 |
| NOTE | 81p. |
| EDRS PRICE | MF-$0.83 HC-$4.67 Plus Postage. |
| DESCRIPTORS | *Achievement Tests; *Citizenship Responsibility; Elementary School Students; *Elementary Secondary Education; Government Role; High School Students; Junior High School Students; Knowledge Level; Law Enforcement; *Laws; *Legal Education; Political Attitudes; Political Science; State Programs; *Student Attitudes |
| IDENTIFIERS | *Assessment of Law Related Competencies; Pennsylvania |

ABSTRACT

The Assessment of Law-Related Competencies includes tests for three different levels: primary, covering grades K-4; intermediate, covering grades 5-8; and secondary, covering grades 9-12. Most of the items in the three multiple choice tests are intended to measure cognitive knowledge of various law-related concepts, including: nature and types of social groups, need for laws within and between groups, individual rights embodied in the U.S. Constitution, process of law making, role and nature of law enforcement, types of correctional institutions, and ways that society reinforces responsible behavior. A number of items, especially in the primary level test, focus on student attitudes in the following areas: developing understanding of other people's feelings, respecting other people and property, observing and obeying laws, and valuing the democratic form of decision making. These instruments were developed and refined over a three year period as part of a Law-Related Education project of the Pennsylvania State Department of Education, and were used during the 1976-77 school year as part of a statewide summative evaluation program. Norms were based on the scores of 1,321 students in grades K-12. (Author/MV)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED142561

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# THE AMERICAN WAY: RULES, LAWS AND YOU

---

AN ASSESSMENT OF LAW-RELATED COMPETENCIES
PRIMARY LEVEL (Form X)

Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126

January 1976
(Revised August 1976)

TM006 104

ASSESSMENT OF LAW-RELATED COMPETENCIES

Primary Level (Form X)

(PA1a) 1. Which of these tells about a person who is not a member of a group?

A. Mary Hill is the Jets' best basket ball player.
B. Tom Brown is the tallest boy in the class.
C. Old Jed, the hermit, lived on wild plants and made his clothes from the skins of the animals he trapped on the island. He talked only to the animals.
D. Mayor Hall is always working to help keep our town safe for all of the people.

(PA1b) 2. A family is an important kind of group. You belong to many other groups. Another group you also belong to is a group of:

A. Soldiers
B. Students
C. Voters
D. Parents

(PA1c) 3. In what way is your family the same as other groups you belong to?

A. Families and groups vote to choose a leader.
B. Families and groups have the same number of members.
C. Only men may be leaders of families and groups.
D. Families and groups have rules so all members are treated fairly.

(PA1d) 4. Your family is different from other groups you belong to, such as the Girl Scouts or Boy Scouts because:

A. You are a permanent member of your family, but not other groups.
B. You can't pick the groups you belong to.
C. Families don't have rules.
D. Groups are smaller than families.

(PA1e) 5. Which sentence tells why we need organized groups?

A. People working together in groups can get things done that they couldn't do alone.
B. People in groups can do anything they want to do at any time they want to do it.
C. People in groups have no duties.
D. People in groups do not have to work for the things they want.

(PA1f) 6. It is important for groups to have rules so that they can:

A. Have leaders.
B. Punish people.
C. Work and live together.
D. Make safety signs.

(PA2a) 7. Which of these could be a school rule for you to follow?

A. You must study at home for one hour on Saturday.
B. You may watch TV until 9 p.m.
C. Only soft balls may be used on the playground.
D. All dogs must wear a license tag.

(PA2b) 8. In our school each student must be examined by the doctor. This is a good rule because it:

A. Gives the doctor something to do.
B. Safeguards the health of students.
C. Gives the students something to do.
D. Helps the doctors to get more money.

(PA2c) 9. Which group of people probably made this law: "Drivers must stop when a school bus is loading or unloading passengers?"

A. Teachers
B. State
C. Principals
D. Church

(PA3a) 10. Which of the following is the best reason to change a rule?

A. Because some people do not obey it.
B. Because some people do not like it.
C. Because too many people understand it.
D. Because it is not fair and just.

(PA3b) 11. John was chosen to be the leader of his group. Why do groups choose leaders?

A. To make all the important decisions.
B. To make all the rules.
C. To give people extra work.
D. To guide and direct the group's activities.

(PA3e) 12. The person who is the leader of a public grade school is:

A. The principal
B. The assistant principal
C. The teacher
D. The president of the PTA

(PA3d) 13. Which sentence tells about the best way to make rules for a classroom?

A. The other students decide what rules are best for everyone.
B. All of the children get together and tell what rules they will follow.
C. The teacher and the children have a meeting to talk about the needs of the classroom and together decide what rules are best for everyone.
D. The smartest students in the class make the rules.

(PA3e) 14. Playground rules may be changed by:

A. Teachers
B. Principals
C. Playground helpers
D. All of the above

(PA3f) 15. If you think a school rule is unfair and should be changed, you should:

A. Report it to the police.
B. Stay home from school as much as you can.
C. Write to your senator.
D. Discuss it with the teacher and principal.

(PA3g) 16. Students were allowed to move freely through the halls, but somebody wrote on the walls, so the school rule was changed. Now, all students have to have a pass when in the halls. This rule change:

A. Gave the students more freedom.
B. Was made so that the principal could show the kids who was boss.
C. Cut down on the students' freedom since somebody had been bad.
D. Stopped all students from writing on the wall.

(PA3h) 17. In January Mr. Ray changed the rule about talking in the classroom. He felt that most students had earned the privilege of working together during classtime. Which of these could be the new rule?

A. Only talk when nobody else in the room is talking.
B. The children working together should talk loud enough for the teacher to hear what they are saying.
C. No one may talk for more than 1 minute.
D. Talk softly when you are working with others.

(PA4a) 18. If our country had no rules:

A. Life would be a lot easier.
B. Everyone would be poor.
C. Everyone would be rich.
D. No one would really have freedom.

(PA4b) 19. Someone had cut down all the flowers in Mr. Jackson's garden. He thought his neighbor, Mr. Taylor, had done this. He demanded that Mr. Taylor let him come into his house to look for them. Mr. Taylor need not let him into his house.

Which of our legal rights protects Mr. Taylor?

A. The right to a trail by jury.
B. The right to privacy at home.
C. The right to freedom of religion.
D. The right to a jury trial.

(PA5a) 20. Bill did not agree with Jack's ideas for the class picnic. However, he showed respect for Jack's right to talk about his ideas by:

A. Shouting while Jack told the other classmates about his plans for the picnic.
B. Noisily leaving the room the minute Jack began to talk.
C. Listening carefully to what Jack had to say.
D. Telling the other classmates not to listen to Jack because Jack always had "dumb" ideas.

(PA5b) 21. When you have good manners it shows that:

A. You care about the feelings of everyone else.
B. Your family has a lot of money.
C. You belong to a good group.
D. You are smarter than your friends.

(PA5c) 22. Your personal property would <u>not</u> be:

A. Your coat
B. Your bicycle
C. Your desk in school
D. Your pen and pencil

(PA5d) 23. When you act friendly toward new students in your classroom they will probably:

A. Think you want something from them.
B. Think you have few friends.
C. Laugh at you.
D. Be friendly toward you.

(PA5e) 24. Which one of these is not your responsibility?

A. Taking care of your friend's belongings.
B. Being thoughtful of other classmates.
C. Bringing your books to class.
D. Doing homework.

(PA5f) 25. You and your friends are reading in the library. It is quiet. Suddenly several people rush in yelling and making a great deal of noise. The librarian asks them to be quiet. The noisy ones rely, "Why should we? Isn't this a free country?"

What do you think of their actions?

A. The noisy ones respected the librarian and the readers.
B. The noisy ones had a right to yell if they wanted to.
C. The noisy ones were right to get mad at the librarian.
D. The noisy ones should have said that they were sorry that they disturbed everyone.

(RA5g) 26. A good leader:

A. Tries to get the job done in a way that is fair to everyone.
B. Sees that people follow only his own ideas.
C. Punishes anyone who disagrees with him.
D. Makes rules without thinking about the needs and wishes of the group.

(PA6a) 27. Mrs. Mills gave Pat and his friends a box of toothpicks and a spinner that was numbered 0 to 9. She told them to play a game. Pat said that he'd play first. He flicked the pointer and it stopped on 8. He picked up 8 toothpicks.and then took another turn. This time he took 5 toothpicks. Then he continued taking turns until the others yelled that there weren't going to be enough toothpicks for them. Pat said that he didn't have to stop until the pointer stopped on zero. Carla and Sue got mad and tried to grab the spinner from Pat. In the struggle the spinner was broken. Now no one could play.

Why did Pat and his friends have so much trouble trying to play the game?

A. Pat was too bossy.
B. Carla and Sue did not really like Pat.
C. There were not rules to help them play the game fairly.
D. No one wanted to share.

(PA6b) 28. Two boys were fighting about who should be first in the lunch line. Which of these ways would be a good way to settle the fight?

A. The boy who was winning the fight should be last in line.
B. The oldest boy could be first in line.
C. Both boys could go without lunch for a few days.
D. Both boys could agree to take turns.

(PA6c) 29. Captain of the Red team wants his team to be first at bat. Captain of the Blue team insists his team should be first at bat. The best way to settle this disagreement would be:

A. Let the two captains fight it out.
B. Call the game off.
C. Read the baseball rule book.
D. Write to your senator.

(PA7a) 30. Boys and girls have a responsibility to know their school rules. What does the word responsibility mean in this sentence?

A. Obligation
B. Objective
C. Respect
D. Reserve

(PA7b) 31. There is a library rule that reads: Return all books on time. If you act in a responsible way you will:

A. Follow the rule.
B. Make up your own rule to follow.
C. Change the rule to suit you.
D. Ignore the rule.

(PA7c) 32. Which of these tells about a responsibility that every member of a group has?

A. Members must never question the actions of the leader.
B. Members are expected to do things for the good of the group.
C. Members should carry out the decisions of the group only if they agree with them.
D. Members must let the leader do all the work.

(PA7d) 33. Mrs. Jones, a third grade teacher, took one of her students to the office because he was sick. Which of the following sentences shows that the other students in Mrs. Jones' class acted in a responsible way?

A. They followed Mrs. Jones to the office.
B. They played ball in the classroom.
C. They remained in their seats.
D. They jumped on their desks.

(PB1a) 34. Which sentence tells what is meant by acceptable behavior?

A. Do only the things that win you special praise.
B. Do the things that the group agrees upon.
C. Do what anyone tells you to do.
D. Break the rules whenever you feel like it.

(PB1b) 35. Many times we feel like yelling. Which sentence tells when it would be a good time to yell?

A. Jack and Mary like to yell for their team at a football game.
B. Ned stands in front of his neighbor's home and yells because he is mad at them.
C. Mr. Brown yells at anyone who walks past his house.
D. Joe yells in the school lunchroom.

(PB1c) 36. Which of these tells why the teacher said that Donna did <u>not</u> behave well in the classroom?

A. Donna read her library book after she had finished all of her assignments.
B. Donna worked quietly with a friend on the class project.
C. Donna laughed loudly every time anyone gave a wrong answer.
D. Donna shared her ideas with the others during group discussions.

(PB1d) 37. How would a teacher probably feel if the boys and girls followed all the rules during a fire drill?

A. Proud
B. Sorry
C. Angry
D. Selfish

(PB1e) 38. How did John probably feel when someone pushed in front of him in the lunch line and knocked him down?

A. Happy
B. Lonely
C. Embarrassed
D. Angry

(PB1f) 39. When children learn to be polite in the lunchroom, they will probably:

A. Be given more freedom to move about.
B. Have more rules made to guide their behavior.
C. Not get as much to eat.
D. Be punished more often.

(PB1g) 40. You are swimming with your school group. Some boys and girls in your group break the rule: No running in the pool area and the pool guard asks your group to leave the pool area. Obeying the rules:

A. Is important for adults only:
B. Does not apply to all.
C. Is unfair to the group.
D. Is sometimes hard but it helps everyone.

(PB2a) 41. How do rules and laws differ?

A. Rules are for children, laws are for adults.
B. Rules and laws are made and enforced in different ways.
C. Rules are short statements, laws are long statements.
D. Rules and laws are different for different people.

(PB2b) 42. Civil laws will not protect you when:

A. Someone's car runs into your house.
B. The mailman falls down on your icy steps.
C. Someone throws a rock and it hits you in the eye.
D. Someone steals your TV set.

(PB2c) 43. Which of these tells about a person who is not obeying a civil law?

A. Ed does not attend the President's church.
B. Mr. Quid disagrees with the governor's ideas for smoke control.
C. Ms. Astor used a telescope to look into the house across the street and then told the other neighbors about what she had seen.
D. Taffy does not read the local newspaper.

(PB2d) 44. Which of these tells about a crime?

A. Jill picked up a toy and left the store without paying for it.
B. Joe did not get a license for his dog.
C. Mr. Fogg carried a picket sign in front of the mill. It said, "No Contract - No Work."
D. The Oaks family did not salute the flag.

(PB2e) 45. Which of these is not a criminal law?

A. No person can willfully set forest fires that will endanger the lives of others or cause damage to private or public property.
B. No person can yell "Fire!" in a crowded theater when there is no fire.
C. No person can ride a bicycle after sundown.
D. No person can use deadly weapons to threaten the lives of others who disagree with him/her.

(PB3a) 46. Corky is always in trouble in school. He never obeys the rules. Corky misbehaves because:

A. Corky thinks rules are silly.
B. Corky doesn't like to read.
C. Corky thinks that this is the only way he can get the others to notice him and he wants them to think he is great.
D. Corky hates recess.

(PB3b) 47. Boys often try to beat up other kids because they:

A. Are leaders.
B. Are upset and seek attention.
C. Are big.
D. Are poorer than other kids.

(PB4a) 48. The police officer had the authority to arrest the woman. What does the word authority mean in this sentence?

A. Information
B. Right
C. Desire
D. Physical strength

(PB4b) 49. Which of these does not have authority in school?

A. A teacher
B. A principal
C. A safety patrol member
D. A classmate

(PB4c) 50. The principal of the school has the authority to:

A. See that everyone knows and obeys the safety rules.
B. Tell parents the kind of lunch box to buy.
C. Suspend Terry from school for 3 days without telling Terry and his parents why.
D. Give Theda a failing grade in Math because she misbehaved in the lunchroom.

(PB4d) 51. The person of authority in charge of state government is:

A. The mayor
B. The governor
C. The judge
D. The sheriff

(PB4e) 52. The President of the United States has the authority to:

A. Decide who is guilty of a crime.
B. Make all the laws of the land.
C. Carry out the laws made by Congress.
D. Tell the states how many schools they can have.

(PB5a) 53. Four students broke into the school building and destroyed 8 machines. Why was the decision to fine the students a good one?

A. It gave the school a chance to make some money.
B. It made the students work for the money.
C. It made the parents happy.
D. It made the students responsible for what they did.

(PB5b) 54. The person who decides what the law means and is in charge of a trial is the:

A. Police officer
B. Lawyer
C. Judge
D. Sheriff

(PB6a) 55. Mrs. Miller is usually nice to the children on Mondays and Tuesdays, but by Friday she gets very angry when anyone acts silly. Mrs. Miller teaches all day and also keeps house. She probably gets angry because:

A. She doesn't like children.
B. She is tired.
C. She likes to shout louder than the children.
D. She wants to make the children unhappy.

(PB6b) 56. Mary promised her Dad that she would not climb trees. She broke her promise, climbed the tree, and saved a cat. This shows she was worried about:

A. Her dad
B. Her friends
C. The cat
D. Herself

(PB6c) 57. Nick belongs to a club. He does not like the rule the club has about who can belong to their gang. He thinks it is unfair to keep someone out because of skin color.

Nick should:

A. Leave the club.
B. Work with the other members to change the rule.
C. Stay in the club, but growl all the time.
D. Tell the police.

(PB6d) 58. During the fire drill students are asked not to talk. This is done:

A. So that instructions from authorities can be heard.
B. Because children are not supposed to talk.
C. To keep kids from running.
D. Because rules are always made to keep kids from having fun.

(PB6e) 59. A police officer saw a boy run out of a store and try to hide a package under a park bench. The police officer probably thought the boy:

A. Had stolen something.
B. Was playing a game.
C. Was trying to start a fire.
D. Was being funny.

(PC1a) 60. Jane's friends said that she spoiled all their fun because she was so "bossy."

Which of these tells how they should treat Jane?

A. Everyone should start to boss everyone else.
B. They should buy Jane presents.
C. They should talk with Jane and tell her that, if she didn't stop bossing them, they would no longer play with her.
D. They should have a party and not invite her.

(PC1b) 61. Police officers must enforce the laws. They are law enforcement officers. This means they:

A. Make the laws.
B. Carry out the law.
C. Change the law.
D. Ignore the law.

(PC1c) 62. In our country today, which of the following is usually the most important person in making sure laws are obeyed?

A. Soldiers
B. Groups of neighbors
C. Police officers
D. Principals

(PC1d) 63. People who enforce the laws must be guided in their actions so that:

A. The rights of each person are protected.
B. The jails are not overcrowded.
C. The people will not be disorderly.
D. The people are kept happy.

(PC2a) 64. Jack should be punished if he:

A. Accidentally bumps into you and your classes are broken.
B. Gives bubblegum to the first graders.
C. Beats up smaller boys who get in his way.
D. Tells the teacher that Ben has a knife.

(PC2b) 65. Mr. Smith's fourth grade class often plays on the playground after lunch. There are often candy wrappers and papers left on the playground. Some of the children pick up the papers, but others never do.

Which sentence tells what Mr. Smith should do?

A. Stop all children from playing there.
B. Let children continue to play and not worry about the papers.
C. Ask the custodian to clean the playground.
D. Make it a rule that anyone who left trash on the playground would lose all playground privileges.

(PC2c) 66. It was a school rule that no child was permitted to bring a knife to school. Kevin thought that this was a silly rule, so he did not obey it. One day the teacher saw Kevin jabbing at his desk with his knife.

He should have:

A. Taken the knife away from Kevin.
B. Told Kevin that he was wasting time.
C. Let Kevin keep his knife because it was his private property.
D. Pretended he hadn't seen what Kevin was doing.

(PC2d) 67. Some people think that spanking is a good type of punishment for a child: The main person to decide if a child can be spanked is:

A. The parent
B. A classmate
C. The mayor
D. A principal

(PC3a) 68. Mark was 3 minutes late for school. This is the first time he was late. Brad was 20 minutes late for school. This was the tenth time he was late. How should they be punished?

A. They both should be expelled from school.
B. Neither should be punished.
C. The punishment should be greater for Mark than Brad.
D. The punishment should be greater for Brad than Mark.

(PC3b) 69. Anne, age 2, leaves her toys and clothes scattered about the room. Peggy, age 9, always leaves her toys and clothes scattered about the room. Who should be punished?

A. Both should be punished the same.
B. Peggy should be punished more.
C. Neither should be punished.
D. Anne should be punished more.

(PC4a) 70. A 16 year old person who is found guilty of committing a crime is usually sent to:

A. A prison where grown-ups are jailed.
B. A rest home.
C. A home for children who have no parents.
D. A school of correction.

(PC5a) 71. A reward is:

A. Something special that you get for acting in a way that is helpful to others.
B. Something that the teacher gives to those who give him/her presents.
C. A special kind of punishment.
D. A chore.

(PC5b) 72. Which of these would probably <u>not</u> be a reward for a job well done?

A. Extra money
B. Extra homework
C. An award
D. A letter of thanks

(PC5c) 73. Your class just received a reward for having the most parents join the P.T.A. How would you probably feel about the class receiving the reward?

A. Happy
B. Sad
C. Disappointed
D. Worried

(PC5d) 74. Peg loaned her library book to Gay. Gay's three year old brother scribbled on the pages of the book with his red crayon. The librarian told Peg that she must pay for the book. Should Peg have been made to pay for the book?

A. Yes. Peg should pay for it because she had been the one that borrowed the book from the library.
B. No. Peg should not be responsible for something she didn't do.
C. No. Three year olds don't know the difference between books that you read and coloring books.
D. No. Peg had been kind to share the book with Gay.

(PC5e) 75. Every year the town leaders give a medal to the citizen who has done the most to serve the needs of the town during the past twelve months.

This year Ms. Baker received the medal because:

A. She had never complained about anything.
B. She had worked harder than anyone else to raise funds for a new hospital.
C. She had paid her taxes.
D. She put a fence around her property.

ASSESSMENT OF LAW-RELATED COMPETENCIES

Primary Level (Form X)

1. C
2. B
3. D
4. A
5. A

6. C
7. C
8. B
9. B
10. D

11. D
12. A
13. C
14. D
15. D

16. C
17. D
18. D
19. B
20. C

21. A
22. C
23. D
24. A
25. D

26. A
27. C
28. D
29. C
30. A

31. A
32. B
33. C
34. B
35. A

36. C
37. A
38. D
39. A
40. D

41. B
42. D
43. C
44. A
45. C

46. C
47. B
48. B
49. D
50. A

51. B
52. C
53. D
54. C
55. B

56. C
57. B
58. A
59. A
60. C

61. B
62. C
63. A
64. C
65. D

66. A
67. A
68. D
69. B
70. D

71. A
72. B
73. A
74. A
75. B

ASSESSMENT OF LAW-RELATED COMPETENCIES

INTERMEDIATE LEVEL

PURPOSE

This test is designed to help the Pennsylvania Department of Education determine the best ways of measuring progress on law-related competencies. Your honest effort will help us identify the most effective items for this purpose.

Answer the following questions by giving the best possible answer.

DIRECTIONS TO THE STUDENT

1. Use the "General Purpose Test Answer Sheet."
2. Print and grid your last name in the area labeled "Student Last Name, FI (First Initial), MI (Middle Initial)."
3. Print and grid your "Grade and "Course Number."
4. Let the following sections remain blank: "Scoring Method"
   "Section Number"
5. Grid under "Student Number" the school code as supplied by your teacher.
6. Grid in your answer (A, B, C or D) for each question on the test. Let "E" remain blank.
7. Your teacher will tell you how long you will have to complete the test.

ASSESSMENT OF LAW-RELATED COMPETENCIES

Intermediate Level (Form X)

(IA1a) 1. If no laws existed, which of the following would likely occur?

a. People would probably not survive.
b. Governments would be stronger.
c. Families would move closer together.
d. Acts of violence and acts against property would take place for a while, but eventually people would make laws.

(IA1b) 2. Most laws were made:

a. to protect the things we believe in.
b. to provide for the national defense.
c. to punish criminals.
d. to have a written record so that future civilizations will remember us.

(IA1c) 3. Values are:

a. the same the world over.
b. different things to different societies.
c. determined by the Supreme Court.
d. based upon rules.

(IA1d) 4. The United States Bill of Rights was designed:

a. to protect labor unions.
b. to protect individual rights.
c. to protect the rights of government officials.
d. to protect the rights of the majority.

(IA1e) 5. Social Security laws were designed:

a. to provide retired people with some financial help.
b. to limit the amount of money people could earn.
c. to aid people in getting important social positions.
d. to secure our social values.

(IA2a) 6. Citizens of a local community would most likely be able to influence laws that would:

a. determine what types of businesses would be allowed in their community.
b. restrict certain races from moving into their area.
c. control prices being charged consumers for groceries.
d. limit the number of churches in a community.

(IA2b) 7. When the United States Supreme Court hands down a decision:

a. a lower court may overrule the decision.
b. it establishes law for the entire country.
c. it may not overrule a previous decision of the Supreme Court.
d. it is an example of legislation.

(IA2c) 8. A law that probably is similar in all countries of the world is the law that:

a. prohibits murder.
b. prohibits marrying more than one woman.
c. permits abortion.
d. prohibits slavery.

(IA3a) 9. A law should meet all of the following criteria except that:

a. it be clearly stated.
b. it be specific.
c. it be enforceable.
d. it never be against majority opinion.

(IA3b) 10. Rules made by school boards in the United states most closely resemble those laws or rules made in:

a. a monarchy.
b. a dictatorship.
c. a democarcy.
d. an anarchy.

(IA3c) 11. Voting and majority rule as a means of decision making is the way of life in:

a. an absolute monarchy.
b. a dictatorship.
c. a democracy.
d. a corporation.

(IA4b) 12. Due process of law in a criminal procedure includes:

a. giving an accused person a chance to prove himself/herself innocent.
b. reading to the accused his/her rights and giving him/her a hearing and speedy trial with right to counsel.
c. doing away with the right to trial because the accused has confessed.
d. allowing a person who is testifying to say who he/she thinks committed the crime.

(IA4c) 13. The Bill of Rights protects us from:

a. people asking us to sign petitions.
b. having our house searched by a police officer who has no search warrant.
c. being legally searched for a gun by a police officer being prosecuted because, although the officer found no gun, he/she did find heroin.
d. having your phone line tapped because a judge has approved it.

(IA4d) 14. Children probably do not have all the legal rights adults have because:

a. adults fear that children could then do as they please.
b. children are too young to assume responsibilities connected with rights.
c. there would be too many cartoons on television.
d. adults had no rights when they were children.

(IA4e) 15. Jimmy, a devilish lad of five, saw that 80-year-old Mrs. Smith, a neighbor, was about to sit in her lawn chair. He raced over and pulled it away and she fell to the ground, injuring her hip. Mrs. Smith sues Jimmy's father. Who is most likely to win the case?

a. Jimmy's father--Jimmy did not intend to injure the old lady, only to pull her chair out.
b. Mrs. Smith--Jimmy intended to pull the chair out and his family should pay for her injury.
c. Jimmy's father--parents are not legally responsible for the actions of their children.
d. Nobody--the court refuses to hear the case because Jimmy is only five years old.

(IA4f) 16. Political leaders in a democracy:

a. should never vote against the will of the majority.
b. should base their decisions upon their own interests.
c. should be removed from office for doing things that are illegal.
d. none of the above.

(IA5a) 17. Vandalism is an act that shows:

a. lack of concern for property.
b. creative expression.
c. you are acting against human rights.
d. society needs to reevaluate its values.

(IA6a) 18. Of the following situations, which one is <u>least</u> likely to create a conflict between individuals and society:

a. changing the legal age for drinking.
b. busing to achieve integration.
c. legalizing marijuana.
d. cancer research.

(IA6b) 19. If persons willfully damage your property, the best course of action would be to:

a. report it to your lawyer.
b. try to get even with them.
c. seek help from your friends.
d. report it to the authorities.

(IA7a) 20. Being responsible in obeying rules and laws:

a. is required by the constitution.
b. often allows the guilty to go free.
c. is sometimes a difficult task but benefits society.
d. is more important for adults.

(IA7b) 21. Reporting someone who willfully damages school property:

a. is not a civic or legal responsibility.
b. is a civic or legal responsibility.
c. shows lack of concern for that person.
d. is not good for the image of young people.

(IA7c) 22. Which of the following actions would most likely encourage young people to observe school rules?

a. use physical punishment for violators.
b. ignore infractions of rules.
c. keep threatening what might happen if someone disobeys.
d. compliment students for the observation of school rules.

(IA7d) 23. Parents/guardians, by law, must provide their children with all but which one of the following:

a. food.
b. clothes and shelter.
c. medical attention.
d. love.

(IB1a) 24. Behavior which differs greatly from normal behavior is:

a. wrong.
b. deviant.
c. illegal.
d. bad.

(IB1b) 25. In Pennsylvania the courts consider someone under 18 years of age who commits a felony:

a. a criminal.
b. a delinquent.
c. a neglected child.
d. an adult since this is a felony.

(IB1c) 26. Which of the following is <u>not</u> a right, according to the current Juvenile Court Act?

a. The right to legal counsel.
b. The opportunity to introduce evidence and cross-examine witnesses.
c. The right to a jury trial.
d. The right not to be a witnesses against one's self.

(IB2a) 27. Which of the following is a felony:

a. selling "dope."
b. littering.
c. being an alcoholic.
d. drug addiction.

(IB2b) 28. An example of a regulatory law is one that:

a. sets standards as to how pharmacists should sell drugs.
b. sets the death penalty for murder.
c. is equal but unfair.
d. is fair but unequal.

IB3a) 29. Which of the following is the least likely reason for children misbehaving in school:

a. Some children misbehave to obtain attention.
b. Some teachers do not understand problems faced by some of their students.
c. Children do not have a desire to learn.
d. Many of the things taught in school seem to have little meaning for the students.

(IB3b) 30. Most adults who gamble illegally probably do so:

a. to earn a living.
b. because they are psychologically disturbed.
c. because they are angry at society.
d. because they believe the gain is worth the risk.

(IB3c) 31. In a democratic society:

a. all groups within that society must be democratic.
b. many groups may operate undemocratically.
c. many groups operate undemocratically, but this is illegal.
d. All groups must be in agreement with one of the two major political parties.

(IB4a) 32. Legitimate authority is:

a. having power and using it.
b. having power and not using it.
c. having the right to power and the right to use it.
d. having authority but no power.

(IB4b) 33. Which organization would rule by authority rather than using democratic processes?

a. Township commissioners.
b. Police.
c. School board.
d. Congress.

(IB4c) 34. Which of the following is a legitimate authority figure?

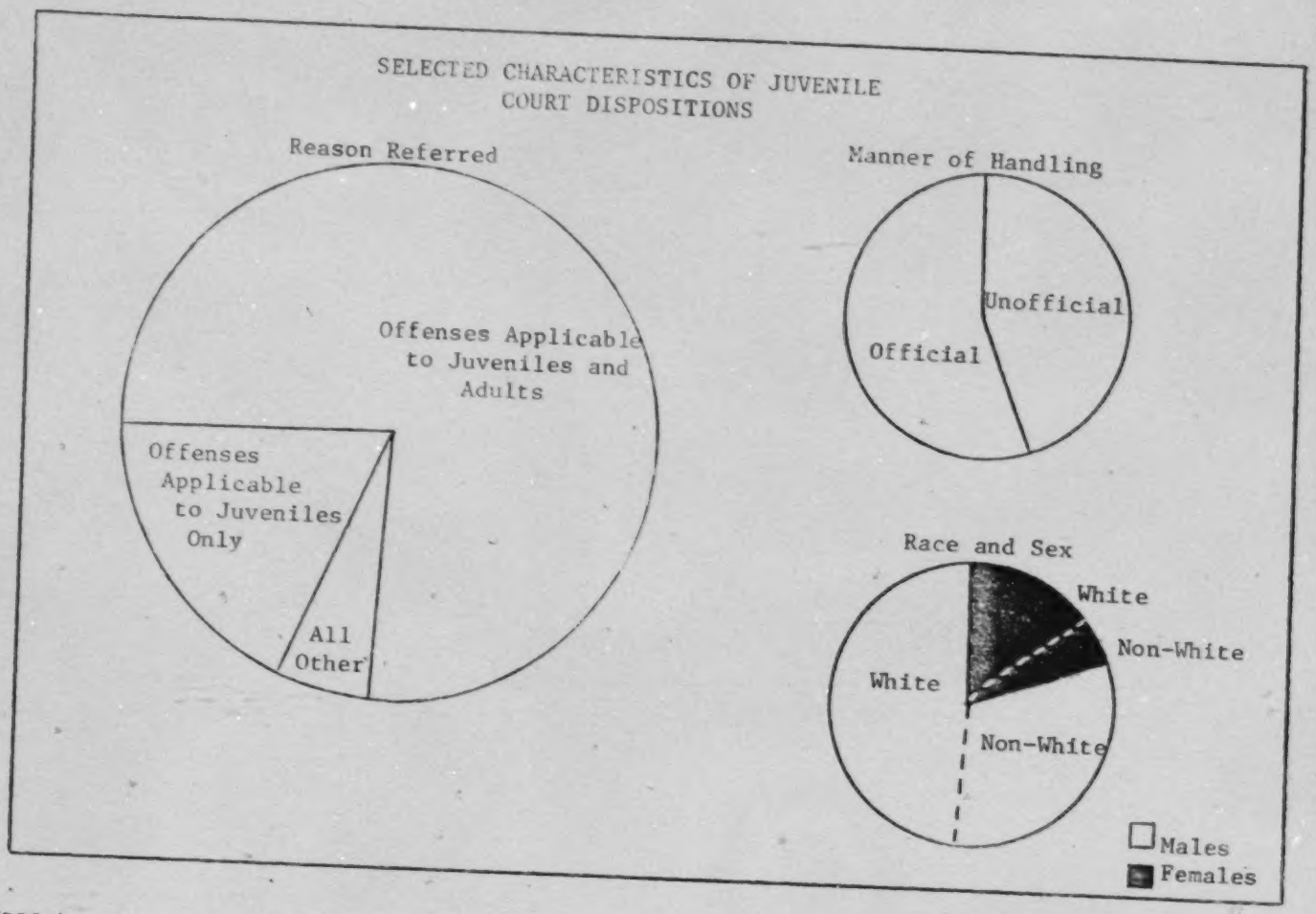
a. A powerful weightlifter at a football game.
b. An efficient police officer walking his/her beat.
c. A mayor of a city attending a movie.
d. A powerful bully on your corner.

(IB4d) 35. Vandalism in the school first comes under the control of the:

a. state police.
b. student council.
c. principal.
d. custodial staff.

(IB5a) 36. An undercover agent promises to tell no one of his work. He finds out about a bank robbery, captures the crooks but leaves before the police arrive so as not to blow his cover. But his son sees him leaving and thinks he is an escaping crook. His son must decide between:

a. loyalty and responsibility.
b. honesty and injustice.
c. pride and shame.
d. rules and regulations.




(IB5c) 37. According to the above chart, most offenses committed by juveniles are:

a. crimes that apply only to juveniles.
b. crimes that apply to both adults and juveniles.
c. crimes against property.
d. crimes against the individual.

(IB5d) 38. Television's presentation of the criminal justice system has done all of the following except:

a. arouse public interest in varied aspects of the justice system.
b. provide the public with a completely accurate picture of the justice system.
c. concentrate on the violent aspects of society and the involvement of the justice system.
d. stress enforcement more than the judicial part of the system.

(IB6a) 39. The local police are paid with funds from:

a. fines.
b. taxes.
c. bonds issued.
d. bail postings.

(IB6b) 40. Local police officers spend most of their time:

a. dealing with routine work.
b. chasing criminals.
c. working with juveniles.
d. helping people on civil suits

(IB6c) 41. The person who determines what the law is and conducts the trial is the:

a. district attorney.
b. jury foreman.
c. judge.
d. baliff.

(IC1a) 42. The legal responsibility of parents/guardians for the behavior of their children:

a. usually ends when a child graduates from high school.
b. usually ends when a child reaches the age of 18.
c. moves away from home.
d. ends when a child gets a full-time job.

(IC1b) 43. During an arrest, the Bill of Rights:

a. only protects the individuals who are being arrested.
b. sometimes protects the law enforcement officer.
c. offers little protection to anybody.
d. protects both the law enforcement officer and the accused.

(IC1c) 44. Fingerprinting:

a. is required of all citizens.
b. is optional to people placed under arrest.
c. cannot be done without permission.
d. is centralized through the FBI.

(IC1d) 45. When involved in a disagreement, you should protect your rights by:

a. buying a weapon.
b. resisting unlawful arrest.
c. hiring a lawyer.
d. paying an arresting officer.

(IC1e) 46. The rules of evidence:

a. allow hearsay only if it is relevant.
b. require courts to accept all evidence.
c. ensure a decision based upon the facts of the case.
d. apply only in cases of serious crimes.

(IC1f) 47. If you were walking down the street and saw a man attacking a woman, the best action to take would be:

a. pretend you didn't see anything.
b. stop the man through force.
c. call the police.
d. get someone to help you stop the man.

(IC2a) 48. The major reason given for using physical punishment when a person breaks the law is that:

a. the violator will be reformed through fear.
b. the violator will thus acquire a better conscience.
c. it has prevented crime in the past.
d. this is the basis of Christian morality.

(IC2b) 49. Society places delinquent youths in institutions because it is felt that these youths:

a. are a menace to society.
b. need to be punished.
c. need to be rehabilitated.
d. are young criminals.

(IC2d) 50. If you were on parole your probation officer could <u>not</u>:

a. restrict the friends you associate with.
b. restrict your travel.
c. separate you from your family.
d. help you find a job.

(IC2e) 51. Giving a convict the same treatment that he/she gave to others is:

a. humane and constitutional.
b. what a convict deserves.
c. inhuman and unconstitutional.
d. not shocking to the conscience of the civilized world anymore.

(IC2f) 52. It is often stated that the family of an offender suffers more than the offender, when convicted. This would most likely be due to:

a. the way other people would treat the family.
b. fear of the offender.
c. loss of a job.
d. loss of citizenship rights.

(IC3a) 53. A felon may be punished by:

a. serving time in a penitentiary.
b. paying a fine of not more than $100.
c. serving up to 30 days in the county jail.
d. serving not less than 20 years of hard labor.

(C3b) 54. When sentencing law violators the following should be taken into consideration:

a. who the victim is or was.
b. past criminal record of the offender.
c. the social standing of the offender.
d. the political standing of the offender.

(IC3c) 55. In the disposition of a juvenile case a judge may:

a. remove a child from home to an institution of hard labor.
b. require restitution double the amount of damage.
c. put one in a juvenile institution for five to ten years.
d. put one on probation with a curfew and restriction upon friends.

(IC3d) 56. When a person is arrested and is allowed to go free before trial, it is said the person is free on:

a. bail.
b. pardon.
c. parole.
d. bond.

(IC3e) 57. Minority groups have a higher rate of sentencing because:

a. the Bill of Rights does not apply to them.
b. they are not citizens.
c. they are often the victims of prejudice.
d. they are not eligible for bail.

(IC4a) 58. Take-in facilities for arrested delinquents:

a. are only for mildly delinquent children.
b. are never overcrowded.
c. are only for neglected children.
d. generally provide no rehabilitation facilities.

(IC4b) 59. A foster home is:

a. a home for orphans.
b. a detention center.
c. a home for juvenile offenders.
d. a home where a child is raised by people other than biological or adoptive parents.

(IC4c) 60. A jail is:

a. a form of penitentiary.
b. a lock-up for people who have committed minor offenses.
c. a county institution for rehabilitation.
d. a state detention center.

(IC5a) 61. Which of the following, if done by police officers, would improve people's attitude toward the police:

a. go by the book no matter who is concerned.
b. sometimes give people a break even though there was a serious law violation.
c. give a tough, impersonal appearance.
d. sometimes admit their own human failings.

(IC5b) 62. Conforming is least necessary for:

a. fire drill rules.
b. driving laws.
c. appearance.
d. sports rules.

(IC6a) 63. People who are against parole claim that it:

a. doesn't provide enough supervision to be effective.
b. costs more than prison.
c. develops too much competition among inmates.
d. is only provided to the rich.

(IC6b) 64. Educational programs in prisons:

a. are a waste of the taxpayer's money.
b. help prisoners adjust to free society when they are released.
c. are only necessary for high school dropouts.
d. are only used in state penitentiaries.

(IC6c) 65. Which of the following best describes a community treatment center?

a. An attempt at rehabilitation.
b. A result of prison overflow.
c. A failing of the court system.
d. An expensive shot in the dark.

(IC6d) 66. Which of the following would help least in getting past offenders back into society?

a. Work-release program.
b. Citizens helping people on probation.
c. Specialized job training.
d. Keeping offenders in jail longer.

ASSESSMENT OF LAW-RELATED COMPETENCIES

Intermediate Level (Form X)

| | |
|---|---|
| 1. D | 36. A |
| 2. A | 37. B |
| 3. B | 38. B |
| 4. B | 39. B |
| 5. A | 40. A |
| 6. A | 41. C |
| 7. B | 42. B |
| 8. A | 43. D |
| 9. D | 44. D |
| 10. C | 45. C |
| 11. C | 46. C |
| 12. B | 47. C |
| 13. B | 48. A |
| 14. B | 49. C |
| 15. B | 50. C |
| 16. C | 51. C |
| 17. A | 52. A |
| 18. D | 53. A |
| 19. D | 54. B |
| 20. C | 55. D |
| 21. B | 56. A |
| 22. D | 57. C |
| 23. D | 58. D |
| 24. B | 59. D |
| 25. B | 60. B |
| 26. C | 61. D |
| 27. A | 62. C |
| 28. A | 63. A |
| 29. C | 64. B |
| 30. D | 65. A |
| 31. B | 66. D |
| 32. C | |
| 33. B | |
| 34. B | |
| 35. C | |

ASSESSMENT OF LAW-RELATED COMPETENCIES

SECONDARY LEVEL

PURPOSE

This test is designed to help the Pennsylvania Department of Education determine the best ways of measuring progress on law-related competencies. Your honest effort will help us identify the most effective items for this purpose.

Answer the following questions by giving the best possible answer.

DIRECTIONS TO THE STUDENT

1. Use the "General Purpose Test Answer Sheet."

2. Print and grid your last name in the area labeled "Student Last Name, FI (First Initial), MI (Middle Initial)."

3. Print and grid your "Grade and "Course Number."

4. Let the following sections remain blank: "Scoring Method"
   "Section Number"

5. Grid in your answer (A, B, C or D) for each question on the test. Let "E" remain blank.

6. Grid under "Student Number" the school code as supplied by your teacher.

7. Your teacher will tell you how long you will have to complete the test.

ASSESSMENT OF LAW-RELATED COMPETENCIES

Secondary Level (Form X)

(SA1a) 1. Written laws are called:

a. common law.
b. statutory law.
c. case law.
d. regulatory decisions.

(SA1b) 2. Which of the following problems would most likely need to be handled by international law?

a. The murder of a president or king.
b. The pollution of oceans.
c. The rebellion of a state.
d. The avoidance of taxes by a large international company.

(SA1c) 3. Constitutional laws are most needed to:

a. limit law-making powers of officials.
b. settle disputes.
c. reduce crime.
d. prevent unacceptable behavior.

(SA1d) 4. International law is not as effective as national laws because:

a. there are really no international laws.
b. the Communists won't agree to anything that the U.S. wants.
c. there is no International court.
d. there is no power of enforcement.

(SA2a) 5. The Supreme Court's decisions on school desegregation have been primarily concerned with interpreting which of the following constitutional guarantees?

a. Congress shall not establish an official religion.
b. No person shall be compelled to testify against himself/herself in a criminal case.
c. Congress shall not have the power to regulate commerce among the states.
d. No state shall deny to any person equal protection under the law.

(SA2b) 6. The major purpose of school board rules and regulations are to:

a. establish educational goals in line with community desires.
b. insure uniform national educational standards.
c. insure that all teachers are certified.
d. keep the taxes low.

(SA3a) 7. The responsibility of the judicial branch of our government is to:

a. enforce laws.
b. make laws.
c. interpret laws.
d. administer punishment.

(SA3b) 8. In a parliamentary monarchy such as England, if the Prime Minister proposes important legislation that is defeated in Parliament:

a. the Monarch may make it law.
b. the Prime Minister can make it law anyway.
c. the Prime Minister resigns and new elections take place.
d. the Prime Minister's political party must be dissolved.

(SA3c) 9. Radio, TV and newspapers:

a. have no effect in changing laws.
b. influence legislation through aroused public opinion.
c. have an impact on jury decisions.
d. create favorable and realistic attitudes toward law enforcement.

(SA3d) 10. The most common way that groups bring about laws favoring their interests is by:

a. running people for political office.
b. lobbying in a legislature.
c. bringing suit through the courts.
d. demonstrating to protect their interest.

(SA3e) 11. An individual can most likely influence the changing of laws by:

a. passive resistance.
b. voting.
c. writing to a senator or congressman.
d. not obeying the laws with which he/she disagrees.

(SA3f) 12. Civil disobedience is justifiable if:

a. your group thinks it has a legitimate objective to demonstrate even though it ties up traffic.
b. you stage a sit-in with a group and then everyone requests a jury trial to clog the court calendar.
c. you believe a law unconstitutional and choose to violate it to bring a test case before the court.
d. you think that all of the laws restricting the rights of minors are unjustified.

(SA4a) 13. Americans are not guaranteed in the U.S. Constitution the freedom to:

a. join a radical organization.
b. select the vocation they will pursue.
c. select the laws they will observe.
d. choose the newspapers they will read.

(SA4b) 14. Black people:

a. were always protected by the Constitution.
b. were slowly granted constitutional rights as society changed.
c. achieved equality without the benefit of law.
d. have not obtained new legal or political rights since the founding of the country.

(SA4c) 15. Juvenile delinquents are not considered criminals and therefore lack the right:

a. to a lawyer.
b. against self-incrimination.
c. to a jury trial.
d. to confront sworn witnesses.

(SA4d) 16. In most states, victims of robbery, burglary or assault:

a. receive no compensation from the government.
b. can not sue their agressors.
c. receive some compensation from the state judiciary.
d. may apply for special welfare funds.

(SA4e) 17. The right to freedom of speech requires the responsibility not to:

a. be controversial.
b. blame the government or church.
c. defame someone's character by slander.
d. say things in anger.

(SA4f) 18. A Nazi speaker in front of a synagogue has just been arrested, but the police have forgotten to read the Miranda statement of rights to the accused. The accused should:

a. be imprisoned without a trial and get what he/she deserves.
b. be let go.
c. be retained to protect general welfare state until he/she can prove he/she wasn't doing anything wrong.
d. be restricted in speech and activities.

(SA4g) 19. Eminent Domain means the government:

a. can buy up land needed for the public good.
b. can take land needed for the public good.
c. cannot take a person's land for any reason.
d. can be restrictive in speech and activities.

(SA4h) 20. The basic premise of the justice system is equality before the law. This statement is:

a. true because this has been achieved by the justice system.
b. false because the courts seem to favor the criminal.
c. false for the majority of the poor and neglected.
d. not a concern of the justice system.

(SA5a) 21. A marriage contract requires:

a. the wife to be obedient to the husband.
b. one mate to testify against the other in court.
c. respect for the other mate's needs and rights.
d. love for each other.

(SA5b) 22. The major reason for police is to:

a. protect the safety of citizens.
b. regulate traffic.
c. control activities of people in their communities.
d. hunt down fugitives.

(SA5c) 23. If persons willfully damage your property you should:

a. file a writ of habeus corpus.
b. put a lien on their property.
c. threaten their children.
d. sue them for damages.

(SA6a) 24. In a case of libel, a plaintiff should:

a. bring the defendant into a criminal court.
b. ask the police to arrest a defendant.
c. bring suit in a civil court.
d. defame the character of the defendant.

(SA6b) 25. If motor vehicle inspection laws for Maryland are very lax compared to Pennsylvania's, this could cause problems in that:

a. it endangers the lives of Pennsylvania citizens when some residents of Maryland drive in Pennsylvania.
b. many Pennsylvanians drive in Maryland.
c. it means Pennsylvania motor vehicle inspection laws are too strict.
d. it causes high insurance rates for Pennsylvania residents living near the Maryland border.

(SA6c) 26. Cases that have resulted in conflict due to their application and interpretation have most frequently dealt with:

a. rights of minorities.
b. penalties for criminal actions.
c. regulating health and safety standards.
d. foreign policy.

(SA6d) 27. Arbitration is most often used in:

a. labor-employer disagreements.
b. criminal cases.
c. family disputes.
d. censorship rights.

(SA7c) 28. Which is <u>not</u> a deductible item for a federal income tax form:

a. interest paid.
b. medical expenses.
c. charitable contributions.
d. interest earned in a savings account.

(SA7d) 29. If you have been cheated by a particular business, you may sue in District Justice Court. Which of the following is incorrect?

a. You can sue in the district where transaction took place or where the business is located.
b. You must file a complaint form and have it notarized.
c. You need not have a lawyer at the hearing.
d. If you lose you must accept the decision without the right to appeal.

(SA7e) 30. Current laws and regulations concerning Pennsylvania student rights and responsibilities became effective upon their publication in:

a. Federal Register.
b. U.S. Code.
c. American Journal of Law.
d. Pennsylvania Bulletin.

(SB1a) 31. Many native Americans (Indians) had no laws against stealing private property. This means that they:

a. had no need for laws.
b. had no crime.
c. had few morals.
d. developed laws in other areas such as human interaction.

(SB1b) 32. Which example of deviant behavior is most likely to be accepted by our society?

a. Religious rites involving dangerous activities.
b. Homosexuality.
c. Abnormal dress and hair style.
d. Kleptomania.

(SB1c) 33. In Colonial America which group would most likely have been brought before the courts and given capital punishment?

a. Runaway slaves.
b. Pickpockets.
c. Persons accused of witchcraft.
d. Persons accused of adultery.

(SB1d) 34. Middle-aged people most frequently break the law relative to:

a. narcotics.
b. assault.
c. auto theft.
d. tax evasion.

(SB1e) 35. "For the last half century European saloon keepers have ruled many American cities. . . Saloon keeping involves a disregard for law and morality. While the State is trying to limit the sale of strong drink, saloon keepers must try to increase it. Fierce competition leads them to break the law, and in many cases they have ties with the worst forms of vice."

The above is an exerpt from McClures Magazine of October 1908 which argues:

a. for entry into World War I.
b. for support of the Progressive Party.
c. for support of a prohibition amendment.
d. against all types of immigrants.

(SB1f) 36. Constitutional Amendments indicate that society has changed its views in regard to:

a. shoplifting.
b. military law.
c. victimless crime.
d. political processes.

(SB2a) 37. Case law refers to:

a. written law.
b. statutory law.
c. adjudged court precedents.
d. constitutional law.

(SB2b) 38. Which of the following is a regulatory law?

a. Laws against shoplifting.
b. Judge altered law.
c. Hunters must obtain licenses from Game Commission.
d. Suing for $1 million damages.

(SB2c) 39. Which of the following would not come under the jurisdiction of civil law?

a. Trespassing.
b. A divorce proceeding.
c. Breaking a contract.
d. Driving over the speed limit and hitting a parked car.

(SB2d) 40. A person accused of a crime has all of the following rights except:

a. to have the accuser appear and testify.
b. to be informed of the specific charges against him/her.
c. a private trial.
d. not having to testify against himself/herself.

(SB2e) 41. The law most frequently broken by teenage boys is:

a. murder.
b. auto theft.
c. armed robbery.
d. arson.

(SB3a) 42. The tenants in an inner-city apartment house protest against the housing conditions by refusing to pay rent. Which of the following usually results from this type of situation?

a. Building inspectors must force the landlord to comply with existing codes.
b. Federal welfare agencies interfere to improve housing conditions.
c. The tenants hire a good lawyer to take their problem to courts.
d. Most often, nothing is done to change the situation.

(SB3b) 43. Crimes against persons are most frequently due to:

a. monetary factors.
b. political factors.
c. psychological factors.
d. legal factors.

(SB3c) 44. In our present society the crime rate is very high. All of the following have been proposed as ways to eliminate criminal behavior except:

a. provide more job opportunities for people of low socioeconomic status.
b. provide harsher sentences so that criminals would have second thoughts about committing crime.
c. prevent criminals from having children because of possible gene defects causing criminal behavior.
d. provide better rehabilitation for people convicted of criminal acts.

(SB3d) 45. Mental and emotional disturbances account for:

a. most crimes.
b. most murders.
c. most robberies.
d. most victimless crimes.

(SB3e) 46. A major aim of rehabilitation of juvenile delinquents is to:

a. increase their self-esteem.
b. make them more humble.
c. force them into religion.
d. develop a sense of fear so they will obey the law.

(SB4a) 47. Recall is a voting procedure that:

a. removes an elected official from office.
b. abolishes an administrative office.
c. prohibits a veto.
d. requires voters to register at the polls.

(SB4b) 48. All of the following are agencies of the federal government except:

a. FCC.
b. NAACP.
c. NASA.
d. CIA.

(SB4c) 49. Which of the following is a legitimate use of authority in making laws?

a. Congress making laws.
b. A bully laying down the law to someone.
c. A mayor of a city making a law.
d. The President of the United States making a law.

(SB4d) 50. In order to protest abuse of authority, an individual may do all of the following except:

a. demonstrate nonviolently.
b. bring suit for violations of Constitutional rights.
c. threaten violence.
d. vote an authority out of office.

(SB4e) 51. An office of authority is kept apart from the person in authority because:

a. the office should not be associated with human fallacy.
b. we are a nation ruled by laws, not men.
c. the office itself should represent the ideals of a society.
d. all of the above.

(SB4f) 52. From lowest to highest, the hierarchy of courts in the federal court system is:

a. District Courts, Appellate Courts, Supreme Courts.
b. District Courts, Specialized Federal Courts, Supreme Court.
c. Appellate Courts, District Courts, Superior Court.
d. Lower Courts, District Courts, Superior Courts.

(SB5a) 53. The American system of justice is based on:

a. Roman law.
b. Mosaic law.
c. Common law.
d. Indian law.

(SB5b) 54. When evidence is said to be prima facie the evidence seems to show that:

a. some important facts are missing.
b. there was an eye witness to the crime.
c. no crime has occurred.
d. certain facts are true or established.

(SB5c) 55. Which of the following presents a mitigating factor?

a. A rushing airplane passenger grabs a bag similar to hers but not hers.
b. John did not know there was a law against what he did.
c. Somebody punched you and you hit that person with a pipe.
d. A demonstrator who was arrested was a member of a minority group.

(SB5d) 56. The issue in conflict concerning the trial of Clarence Gideon was:

a. equal opportunity.
b. the right of self-defense.
c. that lawyers are necessary to due process.
d. the provision of free lawyers in murder cases.

(SB5e) 57. The Civil Rights Law of 1964 indicates that:

a. laws can eradicate racial prejudice.
b. despite lack of full public support, it has effected some changes.
c. it has been totally ineffective because of lack of support by the public.
d. it has divided the races further.

(SB5f) 58. Sensational publicity about a crime and the accused is:

a. protected by 1st Amendment, freedom of expression.
b. a violation of due process.
c. reason for declaring mistrial.
c. protected by 6th Amendment, public trial.

(SB6a) 59. The chief clerk of any of the various courts of law is called the:

a. stenographer.
b. psychologist.
c. prothonotary.
d. baliff.

(SB6b) 60. Which of the following reasons may most often result in prejudice being a factor of our justice system?

a. Too many people are excused from jury duty so people are not really tried by their peers.
b. Most people who get into the justice system are already bigots.
c. Poor people are not provided lawyers.
d. Judges make arbitrary decisions.

(SB6c) 61. Law enforcement personnel are restricted in their jobs for all of the following reasons except:

a. the rights of the accused must be observed.
b. these officials are in a position to do great harm if not restricted.
c. society wants to protect the criminal.
d. everyone is entitled to fair and equal treatment under the law.

(SB6d) 62. All of the following could be disadvantages of our present jury system except:

a. juries lack expertise.
b. juries are costly.
c. juries delay justice.
d. juries are representative of the people.

(SB6e) 63. The justice system is most limited by financial problems because:

a. judges are paid too much.
b. the public has little understanding of the need for financial support of police and correctional procedures.
c. public defenders cost too much.
d. politics in the judicial system always prevents proper allocation of funds.

(SB6f) 64. Difficulties in arriving at the truth in certain situations involving violation of the law is caused by:

a. personal prejudices.
b. self-interests.
c. poor communication.
d. all of the above.

(SB6g) 65. The most critical aspect of a good court system is:

a. cases should be handled without a great delay of time.
b. judges should all be elected.
c. juries should be required for all cases.
d. court should reflect the political climate of the area.

(SC1a) 66. Which of the following is not a human variable affecting the decisions of law enforcement officers?

a. Rules and facts.
b. Attitudes and values.
c. Social interaction.
d. Role expected of position.

(SC1b) 67. The following statement that best describes the consistencies of law enforcement procedures is:

a. all citizens are considered innocent until proven guilty.
b. exoffenders are assumed guilty until proven innocent.
c. all crimes are enforced with equal vigor.
d. law enforcement procedures are the same in every part of the country.

(SC1c) 68. The human right of free speech would most likely occur in a society governed by:

a. a monarchy.
b. a dictatorship.
c. a democracy.
d. an aristocracy.

(SC1d) 69. Transporting a kidnapped person from one state to another comes under the jurisdiction of the:

a. state police.
b. FBI.
c. IRS.
d. CIA.

(SC1e) 70. If police obtain evidence by violating a person's constitutional rights, the evidence should be:

a. used in court.
b. thrown out by the judge.
c. used to gather additional, more valuable evidence.
d. allowed only to be mentioned in court.

(SC1f) 71. Nonviolent protest runs the danger of turning to violence when:

a. young people are involved.
b. police try to interfere with the protest activities.
c. police are afraid to use force.
d. the protest is about civil rights.

(SC1g) 72. During a war, police and soldiers in the United States are <u>not</u> permitted to:

a. use the homes of citizens without the consent of the owners.
b. enforce laws pertaining to emergency situations.
c. evacuate people from their homes.
d. all of the above.

(SC1h) 73. A suggested strategy for dealing with a riot or other forms of breakdown in law enforcement would be:

a. meeting force with force.
b. doing away with the unjust situations that caused the trouble.
c. improving channels of communication.
d. a combination of the above.

(SC1i) 74. The repeal of "victimless crimes" would:

a. result in more immoral people.
b. have no effect on society.
c. release a tremendous strain on police personnel and public money.
d. in effect repeal the concept of majority rule.

(SC2a) 75. Several hundred years ago, punishment in most of Europe and America:

a. was very harsh and kept crime rates very low.
b. was very harsh but had little effect on crime rates.
c. was based on a policy of rehabilitation.
d. was equally applied to the rich and the poor.

(SC2b) 76. Other than capital punishment, the most serious type of legal punishment in correctional institutions today is:

a. isolation.
b. flogging.
c. incarceration.
d. electric shock.

(SC2c) 77. Which of the following theories of deterrence would be most effective in preventing a repetition of crime?

a. Rehabilitation and counseling.
b. Harsh punishment.
c. Security by removal.
d. Repentance, teaching them a lesson.

(SC2d) 78. The outmate program of correction is:

a. parole.
b. probation.
c. resident goes to job or school during day and returns to prison at night.
d. living in a halfway house.

(SC2e) 79. Bail is a system that:

a. favors the rich.
b. contributes to court costs.
c. provides free legal counsel for the poor.
d. allows offenders to buy their way out of being tried.

(SC2g) 80. Which of the following was <u>not</u> a consideration of the Supreme Court's decision to question the death penalty?

a. It represented cruel and unusual punishment.
b. It has not proved an effective deterrent.
c. Judges often make improper decisions.
d. It has been imposed mostly on the poor and on minorities.

(SC2h) 81. The worst penalty for a person caught operating a motor vehicle while under the influence of intoxicating liquor, narcotic or habit producing drugs in Pennsylvania is:

a. a fine not less than $100 and not more than $500.
b. costs of prosecution.
c. automatic suspension of the driver's license for one year by the Secretary of Transportation.
d. imprisonment for not less than three years.

(SC3a) 82. Which of the following <u>opposes</u> the view that the punishment should fit the crime?

a. "Eye for an eye, tooth for a tooth."
b. "Do unto others as you would have them do unto you."
c. "Put to death all murderers."
d. "Whoever sheds human blood by human hands shall his own blood be shed."

(SC3b) 83. Which of the following is a disadvantage of probation for the offender?

a. strict supervision of offenders.
b. removes a criminal record of an offender.
c. saves money for incarceration.
d. is not as psychologically damaging as being in prison.

(SC3c) 84. The right to appeal a case to a higher court:

a. depends on the seriousness of a crime.
b. protects the accused against irregularities of law enforcement or trial.
c. is abused and should therefore not be permitted except in extreme cases.
d. must be approved by a federal grand jury.

(SC3d) 85. Different people may receive different sentences for a similar crime. This indicates that:

a. human variables influence sentencing.
b. the law is corrupt.
c. the jury system should be abolished.
d. justice is blind.

(SC3e) 86. The Watergate trials seemed to prove that:

a. nobody is above the law.
b. the politically powerful have no worries.
c. the Judicial System cannot correct excessive executive power.
d. being in the wrong political party can be dangerous.

(SC4a) 87. Correctional institutions:

a. should be completely done away with.
b. punish only blacks, poor whites and other minority groups.
c. are necessary for the protection of society.
d. totally rehabilitate criminals.

(SC4b) 88. The person convicted of interstate traffic or transportation of stolen goods would be sent to:

a. a state prison.
b. a federal penitentiary.
c. a community treatment center.
d. a county correctional institution.

(SC4c) 89. The penitentiary, which began in the 19th century, developed from the concept that a correctional institution should:

a. be large enough to imprison the greatest number of criminals.
b. produce rehabilitation and penitence in the criminal's condition.
c. punish criminals by isolating them from society.
d. protect society by keeping criminals permanently locked up.

(SC4d) 90. The cost of supporting one inmate in a correctional institution is:

a. more than the cost of supporting a college student.
b. about equal to tuition at a high school.
c. is little since most prisoners do work.
d. is nothing since prisoners do work.

(SC4e) 91. Ideally, correctional institutions should:

a. develop a cautious attitude so the criminal will evade the law.
b. create attitudes such as lack of respect for law, patriotism and self.
c. reform or rehabilitate the criminal by changing his/her values.
d. giving the criminal high status among other offenders.

(SC4f) 92. The correctional procedure that might best bring about a favorable change in the offender's behavior is:

a. punishment.
b. isolation.
c. education and skills.
d. both "a" and "b."

(SC5a) 93. In current American society the strongest reward for acceptable behavior is:

a. opportunity for economic gain.
b. recognition by the government (local or national).
c. the opportunity to serve the nation.
d. praise by religious groups.

(SC5b) 94. In a democracy an individual's right to freedom:

a. should never be in opposition to the will of the majority.
b. allows him/her to sometimes infringe on the rights of others with court permission.
c. must be controlled by the police or society would be chaotic.
d. must be protected even if most people disagree with the way that freedom is being used.

(SC5c) 95. American values have changed since the founding of the nation. This is best seen in:

a. the growing importance of capitalism.
b. the dramatic changes in the Bill of Rights.
c. expansion of voting rights.
d. decrease in crime rates.

(SC6a) 96. Rehabilitation means:

a. changing a criminal into a productive citizen.
b. providing for the health and welfare of an offender.
c. removing a person from society.
d. teaching a criminal a lesson for what he/she has done.

(SC6b) 97. Recidivism is:

a. the failure of rehabilitation.
b. a special type of probation.
c. the procedure used when taking inmates into prison.
d. a belief that God will punish sinners.

(SC6c) 98. Conditioning the behavior of prisoners within correctional institutions:

a. is never attempted.
b. is not constitutional.
c. is the primary method of punishment.
d. has on occasion led to abuses.

(SC6d) 99. The best method for encouraging offenders to adopt socially acceptable behavior is to:

a. inflict bodily harm to the offender.
b. provide discussion group opportunities.
c. isolate the offender from society.
d. make a public spectacle of the offender.

(SC6e) 100. Which of the following does not match:

a. prison guard--security.
b. defendant--due process.
c. probation officer--rehabilitation.
d. judge--solitary confinement.

ASSESSMENT OF LAW-RELATED COMPETENCIES

Secondary Level (Form X)

| | | |
|---|---|---|
| 1. B | 36. D | 71. B |
| 2. B | 37. C | 72. A |
| 3. A | 38. C | 73. D |
| 4. D | 39. D | 74. C |
| 5. D | 40. C | 75. B |
| 6. A | 41. B | 76. A |
| 7. C | 42. D | 77. A |
| 8. C | 43. C | 78. C |
| 9. B | 44. C | 79. A |
| 10. B | 45. B | 80. C |
| 11. C | 46. A | 81. C |
| 12. C | 47. A | 82. B |
| 13. C | 48. B | 83. A |
| 14. B | 49. A | 84. B |
| 15. C | 50. C | 85. A |
| 16. A | 51. D | 86. A |
| 17. C | 52. A | 87. C |
| 18. B | 53. C | 88. B |
| 19. A | 54. D | 89. B |
| 20. C | 55. A | 90. A |
| 21. C | 56. C | 91. C |
| 22. A | 57. B | 92. C |
| 23. D | 58. C | 93. A |
| 24. C | 59. C | 94. D |
| 25. A | 60. A | 95. C |
| 26. A | 61. C | 96. A |
| 27. A | 62. D | 97. A |
| 28. D | 63. B | 98. D |
| 29. D | 64. D | 99. B |
| 30. D | 65. A | 100. D |
| 31. D | 66. A | |
| 32. C | 67. A | |
| 33. C | 68. C | |
| 34. D | 69. B | |
| 35. C | 70. B | |

ASSESSMENT OF LAW-RELATED COMPETENCIES

DIRECTIONS TO THE TEACHER

A. Before the students begin the test, please make sure they all do the following:

1. Each student must use a number 2 pencil.

2. Each student must use the "Standard Answer Sheet-A."

3. Each student must print the name of his/her school beside the word "SCHOOL" on the answer sheet.

4. Each student must print the name of his/her teacher beside the word "INSTRUCTOR" on the answer sheet.

5. a. Each student must print a "P" if they are taking the primary test, an "I" if they are taking the intermediate test or an "S" if they are taking the secondary level test beside the word "TEST" on the answer sheet.

   b. Also beside the "P," "I" or "S" the student must print "PRE" if this is a pretest or "POST" if this is a posttest.

   Example: "TEST I PRE "

6. Each student must print and grid his/her last name, first initial and middle initial in the section provided for this on the answer sheet.

7. In the lower right hand section of the answer sheet, each student must grid his/her grade under the word "GRADE."

8. Each student must label and grid the school code in the section labeled "STUDENT NUMBER."

B. For each section or class you have taking the test, please complete a "Test Answer Identification Sheet" and return it with the appropriate answer sheets.

C. This test may be administered in separate parts or by a combination of parts. This will vary according to the convenience of the teacher and students.

D. Give assistance to the students in understanding the test purpose and directions. Please do not answer any substantive, content-related or vocabulary-related questions. In these areas the students should do the best they can with only the information provided in the test questions.

E. Please list all teacher or student comments or questions regarding each test item on the "Teacher Evaluation" form. These comments or questions may include procedural, content-related or vocabulary-related material.

F. Thank you for your assistance and cooperation in this effort.

## TEST ANSWER IDENTIFICATION SHEET

This sheet must be completed and returned with the answer sheets for each class that takes the test.

NAME _____

SCHOOL/DISTRICT _____

ADDRESS _____

_____

_____

GRADE _____

CLASS _____

BEGINNING DATE OF YOUR LAW-RELATED EUDCATION PROGRAM _____

ENDING DATE OF YOUR LAW-RELATED EDUCATION PROGRAM _____

ASSESSMENT OF LAW-RELATED COMPETENCIES

Primary Level (Form X)

| | |
|---|---|
| 1. C | 41. B |
| 2. B | 42. D |
| 3. D | 43. C |
| 4. A | 44. A |
| 5. A | 45. C |
| 6. C | 46. C |
| 7. C | 47. B |
| 8. B | 48. B |
| 9. B | 49. D |
| 10. D | 50. A |
| 11. D | 51. B |
| 12. A | 52. C |
| 13. C | 53. D |
| 14. D | 54. C |
| 15. D | 55. B |
| 16. C | 56. C |
| 17. D | 57. B |
| 18. D | 58. A |
| 19. B | 59. A |
| 20. C | 60. C |
| 21. A | 61. B |
| 22. C | 62. C |
| 23. D | 63. A |
| 24. A | 64. C |
| 25. D | 65. D |
| 26. A | 66. A |
| 27. C | 67. A |
| 28. D | 68. D |
| 29. C | 69. B |
| 30. A | 70. D |
| 31. A | 71. A |
| 32. B | 72. B |
| 33. C | 73. A |
| 34. B | 74. A |
| 35. A | 75. B |
| 36. C | |
| 37. A | |
| 38. D | |
| 39. A | |
| 40. D | |

ASSESSMENT OF LAW-RELATED COMPETENCIES

Intermediate Level (Form X)

| | |
|---|---|
| 1. D | 36. A |
| 2. A | 37. B |
| 3. B | 38. B |
| 4. B | 39. B |
| 5. A | 40. A |
| 6. A | 41. C |
| 7. B | 42. B |
| 8. A | 43. D |
| 9. D | 44. D |
| 10. C | 45. C |
| 11. C | 46. C |
| 12. B | 47. C |
| 13. B | 48. A |
| 14. B | 49. C |
| 15. B | 50. C |
| 16. C | 51. C |
| 17. A | 52. A |
| 18. D | 53. A |
| 19. D | 54. B |
| 20. C | 55. D |
| 21. B | 56. A |
| 22. D | 57. C |
| 23. D | 58. D |
| 24. B | 59. D |
| 25. B | 60. B |
| 26. C | 61. D |
| 27. A | 62. C |
| 28. A | 63. A |
| 29. C | 64. B |
| 30. D | 65. A |
| 31. B | 66. D |
| 32. C | |
| 33. B | |
| 34. B | |
| 35. C | |

ASSESSMENT OF LAW-RELATED COMPETENCIES

Secondary Level (Form X)

| | | |
|---|---|---|
| 1. B | 36. D | 71. B |
| 2. B | 37. C | 72. A |
| 3. A | 38. C | 73. D |
| 4. D | 39. D | 74. C |
| 5. D | 40. C | 75. B |
| 6. A | 41. B | 76. A |
| 7. C | 42. D | 77. A |
| 8. C | 43. C | 78. C |
| 9. B | 44. C | 79. A |
| 10. B | 45. B | 80. C |
| 11. C | 46. A | 81. C |
| 12. C | 47. A | 82. B |
| 13. C | 48. B | 83. A |
| 14. B | 49. A | 84. B |
| 15. C | 50. C | 85. A |
| 16. A | 51. D | 86. A |
| 17. C | 52. A | 87. C |
| 18. B | 53. C | 88. B |
| 19. A | 54. D | 89. B |
| 20. C | 55. A | 90. A |
| 21. C | 56. C | 91. C |
| 22. A | 57. B | 92. C |
| 23. D | 58. C | 93. A |
| 24. C | 59. C | 94. D |
| 25. A | 60. A | 95. C |
| 26. A | 61. C | 96. A |
| 27. A | 62. D | 97. A |
| 28. D | 63. B | 98. D |
| 29. D | 64. D | 99. B |
| 30. D | 65. A | 100. D |
| 31. D | 66. A | |
| 32. C | 67. A | |
| 33. C | 68. C | |
| 34. D | 69. B | |
| 35. C | 70. B | |

# Law-Related Education Competencies

Compiled by
Robert L. Schell, Senior Program Adviser
Division of General Education
Bureau of Curriculum Services
Pennsylvania Department of Education

First Printing 1974
Second Printing 1975
Third Printing 1976
Fourth Printing 1977

Commonwealth of Pennsylvania
Milton J. Shapp, *Governor*

Department of Education
John C. Pittenger, *Secretary*

Office of Basic Education
Frank S. Manchester, *Commissioner*
Harry K. Gerlach, *Deputy Commissioner*

Bureau of Curriculum Services
David C. Campbell, *Director*

Bureau of Information Systems
Seon H. Cho, *Director*

**Pennsylvania Department of Education**
**Box 911**
**Harrisburg, Pa. 17126**

TABLE OF CONTENTS

Introduction ..... iv

Rationale of Law-Related Competencies ..... 1

Legal Education Competencies ..... 3

Subcompetencies - Primary Level ..... 5

Subcompetencies - Intermediate Level ..... 11

Subcompetencies - Secondary Level ..... 18

## INTRODUCTION

In 1973 Secretary of Education John C. Pittenger declared legal education a curriculum priority of the Department of Education. A major component of this curriculum development was the formation of the goals of legal education. The department's concern for the student led to the goals being formulated in terms of student competencies developed by an interdisciplinary task force in the department. As they were developed, the competencies were sent to lawyers, judges, enforcement officers, correctional personnel and educators for critiques. Their suggestions were incorporated into the final list of competencies and subcompetencies.

This list is the fundamental building block around which curriculum can be developed. While many new resources became available in the past several years, each school district is unique with regard to its staff, its community and its leadership. Thus, it is hoped that these competencies will be a unified core around which individual districts can build many available resources into their own curriculum offerings.

This publication has been made possible by the efforts of the following specialists who served on the Task Force for Law-Related Education:

| | |
|---|---|
| Robert L. Schell | Senior program adviser-social studies |
| Randy Bauer | Early childhood adviser |
| Robert Dobroski | Language adviser |
| Judy Foust | Law librarian |
| Charlotte Graham | Early childhood adviser |
| Elizabeth Haller | Social studies adviser |
| Joyce Kim | Research specialist |
| Tom LeCorchich | Intern |
| Joseph McCarthy | Fine arts adviser |
| John McDermott | Senior program adviser-science |
| Howard Teyssier | Safety and driver education adviser |
| Robert Wingert | Social studies adviser |
| Dottie Wasdovich | Research specialist |

## RATIONALE OF LAW-RELATED COMPETENCIES

### PURPOSE

Develop an educational program that clarifies the basic issue of the justice system, i.e. protecting the rights of an individual while safeguarding the security of society. These ideas show that the concept of law is a dynamic and changing force in society rather than a static institution. The program is expected to affect student attitudes, values, skills and cognitive achievements from kindergarten to 12th grade.

The original list of competencies was developed on the premise that at the conclusion of 12th grade, students would achieve these goals. The sub-competencies were developed more specifically according to grade level block:

| | |
|---|---|
| Primary: | K - 4 |
| Intermediate: | 5 - 8 |
| Secondary: | 9 -12 |

The competencies were organized into three categories. The section on "Groups Establish Certain Acceptable Behavior" focuses upon the need for rules and laws that protect both the individual and society. The competencies include both affective and cognitive aspects of the issue. There is a strong overlap between legal and political education within this area but the competencies expressed are those specifically related to the law.

Under the section "Groups Differentiate Between Acceptable and Unacceptable Behavior" the competencies relate to varied types of unacceptable and illegal behavior as well as the issue of legitimate authority.

In the last section, "Groups React in Varied Ways to Acceptable and Unacceptable Behavior," areas of enforcement and correction are emphasized. Originally, a separate section on punishment was included, but the system of justice frequently combines punishment and rehabilitation in its deliberations so these considerations were included under a single section. This also facilitated a more positive approach to the situation.

There has been an attempt to look at law education from both a broad anthropological perspective and a specific realistic approach. The manner in which the instruction takes place will be the key to the success of the program.

The competencies were prepared to give direction in the teaching of law-related education. Along with these, there are other components of the program that are considered equally important, such as:

1. Provide greater substantive background in law-related content.

2. Provide a wide variety of resources for teacher instructional purposes.

3. Develop techniques of instruction such as simulation, use of case study analysis, research techniques and utilization of justice resource personnel.

4. Inspire students to develop a respect for, and understanding of, the law when they resolve conflicts, thus generating their continuing interest and participation in the legal system.

Since our society tends to stereotype law and personnel in the justice system, the development of more supportive attitudes is essential. A key way to accomplish this is through the positive use of justice personnel. It is the intention of the PDE to facilitate the development of this type of support system for each legal education site.

These competencies have been developed as a guide to curriculum and evaluation, though the instructional approach will influence the program drastically. This is why an in-service program has been devised to complement the competencies. Most schools provide some law education within the general social studies program, but few have given much thought to implications for elementary education. It is hoped that teachers and school districts involved in legal education seriously consider the stated goals and aim toward K-12 implementation, either through existing or new curriculums, choosing those competencies and subcompetencies that seem most appropriate. The department will offer aid in evaluation so that the impact of the program can be judged on a short term basis, although the real value of the education will depend on long-range citizenship results. Hopefully, legal education will encourage a more knowledgeable, more perceptive, more involved citizenry.

LEGAL EDUCATION COMPETENCIES

A. Groups Establish Certain Acceptable Behavior

1. Demonstrate the need for rules and laws within a group and between groups.

2. Identify various groups that have established rules/laws and give examples of how these regulations further the purposes of the groups.

3. Analyze how laws are made and changed in various cultures and groups.

4. Identify rights protected by law.

5. Show respect for other people and their property.

6. Demonstrate a knowledge of various methods of settling disagreements.

7. Demonstrate responsibility in observing rules/laws.

B. Groups Differentiate Between Acceptable and Nonacceptable Behavior

1. Compare deviant, delinquent and criminal behavior and provide examples of how society reacts to each.

2. Discriminate among civil, criminal and regulatory laws.

3. Demonstrate an understanding of social, economic and psychological causes of unacceptable/criminal behavior.

4. Determine the meaning and importance of legitimate authority.

5. Demonstrate the ability to critically analyze case studies.

6. Identify psychological, social and economic conditions that affect the actions of persons who implement the system of justice.

C. Groups React in Various Ways to Acceptable and Unacceptable Behavior

1. Demonstrate an understanding of the role and limitation of various types of law enforcement in our culture and other cultures.

2. Demonstrate an understanding of how and why society punishes people by the loss of:
    a. Privilege
    b. Property
    c. Life (includes physical punishment)

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.

4. Demonstrate a knowledge of various types of correctional institutions.

5. Determine how society reinforces acceptable behavior.

6. Demonstrate an awareness of how society attempts to change the behavior of offenders.

SUBCOMPETENCIES - LEGAL EDUCATION

Primary Level

A. Groups Establish Certain Acceptable Behavior

1. Demonstrate the need for rules and laws within a group and between groups.

   a. Demonstrate an understanding of the meaning of a group.

   b. Identify the groups of which the student is a member.

   c. Demonstrate a knowledge of several ways in which families and other groups are alike.

   d. Demonstrate a knowledge of several ways families and other groups are different.

   e. Recognize the need for groups in our society.

   f. Identify the need for rules within a group and between groups.

2. Identify various groups that have established rules/laws and give examples of how these regulations further the purpose of the groups.

   a. Identify rules followed in school, home, play, etc.

   b. Demonstrate an awareness of how rules contribute to the well-being of these groups and to the well-being of the child.

   c. Identify agencies/groups which develop rules/laws.

3. Analyze how laws are made and changed in various cultures and groups.

   a. Demonstrate knowledge of need for change.

   b. Demonstrate a knowledge of the need for leadership in groups and clarify the ways people become leaders.

   c. Identify the leaders of the groups to which the student belongs.

   d. Provide examples of how rules/laws can be made by group leaders in the home, at play, at school, in the community and in the state and national governments.

   e. Provide examples of how rules/laws can be changed.

   f. Demonstrate a knowledge of the role of an individual in making or changing laws/rules.

   g. Display an understanding of how changed rules/laws have affected groups in a positive or negative way.

h. In a changed classroom environment, identify rules that could govern behavior under the new conditions.

4. Identify rights protected by law.

   a. Demonstrate an understanding of the need for protecting rights of individuals.

   b. Provide examples of how laws protect individual rights.

5. Show respect for other people and their property.

   a. Determine what respect means.

   b. Demonstrate what good manners are and explain why they are important to society.

   c. Differentiate between personal property and public property.

   d. Demonstrate how one's action toward others will affect the behavior of others toward oneself.

   e. Display observable responsibility for personal belongings and school materials.

   f. Indicate through actions a respect for other people.

   g. Determine what personal qualities a leader should possess.

6. Demonstrate a knowledge of various methods of settling disagreements.

   a. Demonstrate an awareness of why disagreements occur between individuals and groups.

   b. Demonstrate a knowledge of several ways that disagreements can be settled.

   c. Determine the need for rules/laws as a means for settling disagreements.

7. Accept responsibility in observing rules/laws.

   a. Determine the meaning of responsibility.

   b. Demonstrate an awareness of how laws/rules can help in developing responsibility in each group member.

   c. Demonstrate an awareness of how responsibility of individual group members is necessary for the preservation of a group.

   d. Demonstrate responsible action and adherence to school rules through daily action.

SUBCOMPETENCIES - LEGAL EDUCATION

Primary Level

B. Groups Differentiate Between Acceptable and Nonacceptable Behavior

1. Compare deviant, delinquent and criminal behavior and provide examples of how society reacts to each.

   a. Demonstrate an understanding of acceptable behavior.

   b. Demonstrate an understanding of acceptable behaviors for various situations.

   c. Demonstrate an understanding of unacceptable behaviors for various situations.

   d. Demonstrate an understanding of how individuals and/or groups react to acceptable behavior.

   e. Demonstrate an understanding of how individuals and/or groups react to unacceptable behavior.

   f. Demonstrate an awareness of ways in which acceptable behavior may produce positive results for the individual and/or the group.

   g. Demonstrate an awareness of ways in which unacceptable behavior may produce negative results for the individual and/or the group.

2. Discriminate among civil, criminal and regulatory laws.

   a. Determine the difference between rules and laws.

   b. Demonstrate an awareness of civil law.

   c. Provide examples of some civil laws.

   d. Demonstrate an awareness of what a criminal acts.

   e. Identify examples of criminal laws.

   f. Demonstrate an awareness of the meaning of regulations.

   g. Identify examples of regulations.

3. Demonstrate an understanding of social, economic and psychological causes of unacceptable/criminal behavior.

   a. Identify some reasons why people engage in unacceptable/criminal behavior.

   b. Determine to the best of his/her ability those behaviors which may be caused by, or related to, social, economic and psychological factors.

4. Determine the meaning and importance of legitimate authority.

   a. Demonstrate an understanding of authority.

   b. Identify authority figures of the groups to which one belongs (i.e. family, church, school).

   c. Identify examples of the legitimate functions of these authority figures.

   d. Identify municipal, state and national figures and/or groups of authority.

   e. Identify examples of the legitimate functions of these authority figures and/or groups.

5. Demonstrate the ability to critically analyze case studies related to the justice system.

   a. React to selected law-related case studies, i.e., role playing.

   b. Develop a knowledge of simple legal terms (lawyer, court).

6. Identify psychological, social and economic conditions that affect the action of persons who implement the system of justice.

   a. Demonstrate an awareness of how people's actions are affected by prevailing conditions, i.e., (1) stress; (2) fatigue; (3) anger; (4) frustration; (5) alienation.

   b. Demonstrate an awareness of how one's behavior toward others is affected by prevailing conditions.

   c. Idnetify examples by which rules/laws may be affected by people's behavior under prevailing conditions.

   d. Identify examples of how individuals' and or groups' rights may be affected by the behavior/attitude of other individuals responsible for making/enforcing rules and laws.

   e. Identify examples of how people who implement the system of justice may react to certain individual and/or group behaviors.

SUBCOMPETENCIES - LEGAL EDUCATION

Primary Level

C. Groups React in Various Ways to Acceptable and Unacceptable Behavior

1. Demonstrate an understanding of the role and limitation of various types of law enforcement in our and other cultures.

   a. Determine how groups may control unacceptable behavior by their members.

   b. Demonstrate an understanding of law enforcement.

   c. Demonstrate an awareness of methods of law enforcement in past and/or present cultures.

   d. Determine why limitations must be placed upon the action of people enforcing rules/laws.

2. Demonstrate an understanding of how society punishes people by the loss of:

   . privilege
   . property
   . life (includes physical punishment)

   a. Identify examples of child behavior that might be punished.

   b. Demonstrate an awareness of ways in which a child might be denied privileges in the home, at school or in the play group.

   c. Identify ways in which punishment results in the permanent or temporary loss of personal property.

   d. Determine ways in which physical punishment may, or may not, be used in the home, at school or in the play group.

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.

   a. Demonstrate an awareness of how punishment may vary according to the offense.

   b. Demonstrate an awareness of how punishment may vary according to the offender.

4. Demonstrate the knowledge of various types of correctional institutions.

   a. Identify several types of correctional institutions.

   b. Demonstrate an awareness of factors that may determine the institution in which lawbreakers are placed.

5. Determine how society reinforces acceptable behavior.

   a. Demonstrate an understanding of the term reward.

   b. Identify various forms of rewards.

   c. Determine various ways rewards affect behavior.

   d. Demonstrate an understanding of personal responsibility.

   e. Identify examples of personal actions that may be rewarded.

SUBCOMPETENCIES - LEGAL EDUCATION

Intermediate Level

A. Groups Establish Certain Acceptable Behavior

1. Demonstrate the need for rules and laws within a group and between groups.

   a. In a given situation, predict what might happen if no laws existed.

   b. Demonstrate an understanding of various reasons for different types of laws.

   c. Demonstrate an awareness of how acceptable behavior may differ (ethnically, morally and legally) in various groups.

   d. Demonstrate an understanding of laws designed to regulate/protect individuals and those designed to regulate/protect groups.

   e. Determine ways laws aid people (other than restrictive regulations, i.e., Social Security laws, welfare laws, Bill of Rights, etc.).

2. Identify various groups that have established rules/laws and give examples of how these regulations have furthered the purpose of the groups.

   a. Identify several groups which have established laws and determine how these groups have benefited from said laws.

   b. Demonstrate a knowledge of procedures used by various groups (legislators, judges, executives, commission members) to make or change laws/regulations.

   c. Demonstrate how laws/rules may be similar and how they may differ between:

      (1) People living in different geographic and climatic conditions.
      (2) Countries with different economic and technical bases.
      (3) Military and civilian life.
      (4) People with different religious beliefs.
      (5) Countries with different historical traditions.

3. Analyze how laws are made and changed in various cultures and groups.

   a. Demonstrate a knowledge of and need for criteria for evaluating rules/laws, (e.g., compatible with society's values, enforceable, specific, clearly stated, etc.).

b. Demonstrate a knowledge of the ways laws are made and changed in a:

| | | |
|---|---|---|
| (1) Monarchy | (4) Classroom | (7) Church |
| (2) Dictatorship | (5) School Board | (8) Corporation |
| (3) Democracy | (6) Athletic Event | (9) Gang |

c. Use voting and majority rule as a means of decision-making.

d. Construct a law-rule for governing personal behavior in regard to activities on the playground, in the classroom or at home.

4. Identify rights protected by laws.

a. Demonstrate an understanding of due process.

b. Demonstrate an understanding of the basic human rights, as noted in the Bill of Rights.

c. Determine the limitations of the rights of juveniles and the reasons for these limitations.

d. Provided with case studies involving problems of personal and property rights, propose and substantiate a solution.

e. Determine criteria for developing limits on authority and abuse of power on the part of group leaders.

5. Show respect for other people and their property.

a. Overtly demonstrate concern for other people, their opinions and their property.

b. Demonstrate an awareness of the cost of vandalism to society.

6. Demonstrate a knowledge of various methods of settling disagreements.

a. Determine factors which create conflicts among individuals and societies.

b. Develop a knowledge of various methods for resolving conflict.

7. Accept responsibility in observing rules/laws.

a. Determine benefits and costs of responsibility.

b. Demonstrate acceptance of rules/laws by observing those in effect in the school.

c. Demonstrate an awareness of how responsible behavior may be encouraged.

d. Demonstrate some dual responsibilities and rights of:

(1) Parent - Child
(2) Teacher - Student
(3) Employer - Employee
(4) Citizen - Government
(5) Friend - Friend
(6) Business owner - Customer

SUBCOMPETENCIES - LEGAL EDUCATION

Intermediate Level

B. Groups Differentiate Between Acceptable and Nonacceptable Behavior

1. Compare deviant, delinquent and criminal behaviors and provide examples of how society reacts to each.

   a. Demonstrate an understanding of deviant behavior and provide examples that are tolerated by society.

   b. Differentiate among delinquent, neglected and criminal categories, as defined in Pennsylvania law.

   c. Demonstrate a knowledge of the Juvenile Court Act and determine how it related to the rights of children.

2. Discriminate among civil, criminal and regulatory laws.

   a. Demonstrate an understanding of summary offenses, misdemeanors, felonies and civil suits.

   b. Demonstrate an understanding of regulatory laws.

3. Demonstrate an understanding of the social, economic and psychological causes of unacceptable criminal behavior.

   a. Determine various reasons for unacceptable behavior in school.

   b. Demonstrate an awareness of unacceptable adult behavior and predict reasons for such.

   c. Demonstrate an awareness that values and behavior of groups may conflict with the values of society.

4. Determine the importance of legitimate authority.

   a. Demonstrate an understanding of legitimate authority.

   b. Determine the need for authority.

   c. Differentiate between power and legitimate authority.

   d. Demonstrate an understanding of the role of legitimate authority in making and applying laws.

5. Demonstrate the ability to critically analyze case studies.

   a. Identify and describe a conflict of values in a given situation.

b. Identify information that will help in the solving of the problem; pose possible solutions; and predict consequences of alternative action.

c. Recognize trends through an analysis of statistical charts related to crime and delinquency.

d. Evaluate crime and justice as portrayed by TV, movies and other media.

6. Identify psychological, social and economic conditions that affect the actions of persons who implement the system of justice.

a. Demonstrate an awareness of the influence of financial resources on the operation of various aspects of the justice system.

b. Demonstrate an awareness of the personal difficulties faced by law enforcement authorities.

c. Identify the basic requirements for and role of:

(1) Police
(2) Lawyer
(3) Legal secretary
(4) Legal assistant
(5) Judge
(6) Court Clerk
(7) Court Prothonotary
(8) Court Administrator
(9) Court reporter
(10) Law librarian
(11) Correctional officer
(12) Probation and Parole Officer
(13) Bailiff
(14) Magistrate
(15) Other

SUBCOMPETENCIES - LEGAL EDUCATION

Intermediate Level

C. Groups React in Various Ways to Acceptable and Unacceptable Behavior

1. Demonstrate an understanding of the role and limitation of various types of law enforcement in our culture and other cultures.

   a. Determine the responsibility of parents for the behavior of their children.

   b. Demonstrate an understanding of the need to protect the rights of both the accused and the law enforcement officer during an arrest.

   c. Demonstrate an awareness of technology and science in law enforcement.

   d. Given an example of an abuse of authority by a teacher, school official, or police officer; determine ways individuals can protect their rights.

   e. Demonstrate a knowledge of the importance of evidence in trials.

   f. Demonstrate a willingness to assume responsibilities to cooperate and assist in upholding rules and laws.

2. Demonstrate an understanding of how society punishes people by the loss of privilege, property and life (physical punishment).

   a. Demonstrate an understanding of various methods of dealing with violators of rules and laws.

   b. Demonstrate an awareness of different methods society uses to deal with juvenile offenders.

   c. Determine both long and short range consequences of a police record.

   d. Determine what types of restrictions are placed upon people who have been convicted of a crime (probation, incarceration, parole).

   e. Demonstrate an awareness of the conflict between security and human rights in correctional institutions.

   f. Demonstrate an awareness of the effects of punishment upon the family of the offender.

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.

   a. Demonstrate an understanding that different types of sentences are provided for varied types of offenses.

b. Determine what considerations should be given when sentencing law violators.

c. Demonstrate an understanding of the varied types of sentencing available to a judge in a juvenile proceeding.

d. Demonstrate a knowledge of the terms bail and bond and compare their advantages and disadvantages to the individual and society.

e. Determine reasons that certain groups (i.e. age, sex, race) of offenders may have a higher rate of sentencing than others.

4. Demonstrate a knowledge of varied types of correctional institutions.

a. Demonstrate an awareness of problems related to "take-in" facilities for holding arrested delinquents.

b. Demonstrate a knowledge of various types of correctional institutions to which juveniles may be assigned by the court.

c. Determine the differences between jails and penitentiaries.

5. Determine how our society reinforces acceptable behavior.

a. Identify examples of changing people's attitude by use of both material and psychological rewards.

b. Demonstrate an understanding of the importance of conformity in society.

6. Demonstrate an awareness of how society attempts to change the behavior of offenders.

a. Identify the advantages and disadvantages of parole.

b. Determine the role of education in the rehabilitative process.

c. Demonstrate a knowledge about community treatment centers.

d. Demonstrate an awareness of the obstacles society places in the path of ex-offenders reentering society.

SUBCOMPETENCIES - LEGAL EDUCATION

Secondary Level

A. Groups Establish Certain Acceptable Behavior

1. Demonstrate the need for rules/laws within a group and between groups.

   a. Identify the various types of rules, laws and regulations which society has used to regulate behavior. (This should include religious laws, taboos, civil laws, criminal laws, tribal laws and societal customs.)

   b. Demonstrate an understanding of the need for local, state, federal and international laws.

   c. Demonstrate an understanding of the need for constitutional, criminal, military and civil (e.g. contracts, torts, real property, etc.) laws.

   d. Determine the importance and limitations of international law.

2. Identify varied groups that have established rules/laws, and give examples of how these regulations have furthered the purposes of the groups.

   a. Identify and provide specific examples of how rules/laws have furthered the purpose of:

      (1) Business organizations
      (2) Labor or professional organizations
      (3) Bureaucracies or service organizations
      (4) Safety, health and recreation groups
      (5) Special interest groups

   b. Demonstrate an understanding of how student government and school board rules and regulations further the interests of the school community.

3. Analyze how laws are made and changed in various groups and cultures.

   a. Determine how laws are made and changed in a democracy, i.e. legislation, administrative, judicial interpretation, regulatory statutes.

   b. Identify and provide examples of how laws are made and changed in other political systems.

   c. Determine the effect of the media in changing the law.

   d. Determine the effect of special interest groups in changing the law.

e. Demonstrate a knowledge of how an individual citizen can influence the making and changing of laws.

f. Demonstrate an understanding of civil disobedience as a method of changing laws.

4. Identify rights that are protected by law.

a. Demonstrate an understanding of how the Constitution protects human rights.

b. Demonstrate an awareness of how changing societal attitudes has affected the legal protection afforded minorities and women.

c. Determine the legal rights and limitations of rights related to juvenile law.

d. Determine the responsibilities of society to the victims of crime.

e. Identify responsibilities inherent in the exercise of a specific right.

f. Identify a position and rationale relating to a law on human rights.

g. Demonstrate a knowledge about governmental restrictions related to ownership rights.

h. Determine the rights or lack of rights of the dispossessed (i.e. poor, aged, or minority).

5. Show respect for people and their property.

a. Differentiate between the rights and responsibilities of partners in a contract.

b. Demonstrate an understanding of the need for society to guard the safety and rights of its citizens.

c. Identify the responsibilities of property owners toward the public.

d. Exhibit behavior that indicates a respect for people, their opinions, and their property.

6. Demonstrate a knowledge of various methods of settling disagreements.

a. Demonstrate a knowledge of procedures that can be used to resolve conflict in criminal and civil cases.

b. Identify problems caused by having different sets of regulations/ laws in different states, i.e. varying motor vehicle codes, environmental regulations, welfare benefits, etc.

c. Identify laws or cases that have resulted in conflict due to their application and/or interpretation.

d. Determine methods for resolving conflict in the following areas:

(1) Employment
(2) Family
(3) Housing
(4) Freedom of speech or press
(5) Privacy
(6) Education
(7) Life style

7. Accept responsibility for knowing and observing laws/rules.

a. Identify some rules governing behavior of students within the school that could be changed for the good of all concerned.

b. Indicate a knowledge of some service agencies in the community and explain their philosophy of operation and service.

c. Demonstrate the ability to complete sample income tax forms for local, state and federal reports.

d. Demonstrate knowledge of legal procedures to follow in every day law (for example, motor vehicle accidents, the use of small claims court, acquiring building and sewage permits, obtaining passports, obtaining a marriage license, etc.).

e. Demonstrate the ability to locate information on local, state and federal laws and regulations. (Resources might include: Pennsylvania Bulletin, Purdons, Federal Register, U.S. Code and the Local Code of Ordinances.)

SUBCOMPETENCIES - LEGAL EDUCATION

SECONDARY LEVEL

B. Groups Differentiate Between Acceptable and Nonacceptable Behavior

1. Compare deviant, delinquent and criminal behavior and provide examples of how society reacts to each.

   a. Identify the types of behavior which are considered unacceptable in our society but which were considered acceptable in other societies.

   b. Demonstrate an awareness of the importance of societal values to tolerance/intolerance for deviant behavior.

   c. Identify and provide historical examples of societal persecution/ tolerance of deviant behavior.

   d. Demonstrate the ability to distinguish between deviant, delinquent and criminal behavior.

   e. Demonstrate an awareness of value changes that have caused conflicts in our history and identify several issues which might produce conflict in the future.

   f. Identify and provide historical examples of how society's changing values have resulted in redefining acceptable behavior.

2. Discriminate among civil, criminal and regulatory laws.

   a. Discriminate between statutory, regulatory and judge-made laws.

   b. Demonstrate an understanding of the differences between civil, criminal and regulatory laws.

   c. Demonstrate a knowledge of varied types of civil law.

   d. Determine what type of rights are protected by civil, criminal and regulatory laws.

   e. Demonstrate an awareness of laws most frequently broken by individuals of different ages and different sex.

3. Demonstrate an understanding of social, economic and psychological causes of unacceptable/criminal behavior.

   a. Identify groups which may not receive equal treatment under the law and suggest how this unequal treatment might lead to unacceptable behavior on the part of an individual from these groups.

   b. Determine the social, economic and psychological causes of unacceptable/criminal behavior.

c. Determine strategies for social/economic reform to eliminate unacceptable/criminal behavior.

d. Demonstrate an awareness of the effect of emotional and mental disturbances upon the incident of criminal behavior.

e. Demonstrate an awareness of how society attempts to reduce psychological and emotional factors that might lead to unacceptable behavior.

4. Determine the importance of legitimate authority.

a. Demonstrate a knowledge of the constitutional means by which legitimate authority may be changed and an awareness of legal procedures for removing people from authority.

b. Identify agencies whose authority comes from a legal source and trace the source of this authority.

c. Determine the limits of legitimate authority.

d. Demonstrate an understanding of how a citizen may lawfully show disagreement with legitimate authority.

e. Demonstrate an understanding of the need to separate the office of authority from the person in authority.

f. Demonstrate a knowledge of the hierarchy of the American Court System.

5. Demonstrate the ability to critically analyze data related to the law and justice system.

a. Identify the basic precepts upon which the American system of justice is based.

b. Identify and define common legal terms and special phrases with particular meaning to the court (e.g. time is of the essence, real and present danger, without prejudice, unnecessary hardship, etc.).

c. Determine significant facts by analysis of a case study.

d. Determine what legal issue is presented in a specific case.

e. Select and defend a solution of a case study.

f. Evaluate media coverage of crime and justice with particular attention to the public right to know vs. the rights of the accused.

g. Demonstrate a knowledge of procedures and incidents related to law and justice.

6. Identify psychological, social and economic conditions that affect the actions of persons who implement the justice system.

   a. Identify specialists who are responsible for implementing the system of justice.

   b. Demonstrate an awareness of the effects of prejudice as related to the justice system.

   c. Demonstrate an awareness of and reasons for limiting the power of law enforcement personnel.

   d. Determine the advantages and disadvantages of sentencing by:

      (1) judge
      (2) jury
      (3) advisory board
      (4) community council (i.e., as practiced in People's Republic of China).

   e. Demonstrate an awareness of the problems of financial limitations within the justice system.

   f. Demonstrate an awareness of the difficulty of arriving at truth in a situation where the law has been violated.

   g. Demonstrate an awareness of the need to establish criteria for evaluating varied aspects of the justice system (i.e. police, courts, correctional institutions and legislative bodies).

SUBCOMPETENCIES - LEGAL EDUCATION

SECONDARY LEVEL

C. Groups React in Various Ways to Acceptable and Unacceptable Behavior

1. Demonstrate an understanding of the role and limitation of various types of law enforcement in our culture and other cultures.

   a. Demonstrate an awareness of the human variables that affect law enforcement.

   b. Determine some consistencies and inconsistencies in law enforcement procedures.

   c. Demonstrate an understanding of human rights and how they are protected by different societies.

   d. Demonstrate the ability to differentiate the roles and the statutory limitations of local, state and federal police and regulatory agencies (consumer protection agencies, Internal Revenue Service, environmental protection agencies, public welfare caseworker, zoning board).

   e. Demonstrate an understanding of constitutional limitations on enforcement procedures.

   f. Determine the advantages and disadvantages of using law enforcement agencies to control or discourage dissent.

   g. Determine some reasons which may lead to the suspension of normal law enforcement procedures.

   h. Demonstrate a knowledge of some methods for dealing with a breakdown of law enforcement.

   i. Demonstrate an understanding of some problems in enforcing laws against victimless crimes (drug use, prostitution, drinking, parking violation).

2. Demonstrate an understanding of how society punishes people by the loss of privilege, property and life (physical punishment).

   a. Demonstrate an awareness of how society, through the centuries and in different cultures, has punished people by loss of privilege, property and life.

   b. Identify varied ways society punishes people today.

   c. Determine the advantages and disadvantages of punishment and rehabilitation as aspects of correctional systems.

   d. Demonstrate an awareness of several theories and systems of punishment.

e. Determine the "just" and "unjust" aspects of the bail system.

f. Demonstrate an understanding of the conflict between the need for security and the need for privacy when an individual is sentenced to an institution.

g. Demonstrate an awareness of various attitudes toward capital punishment.

h. Demonstrate an awareness of short-and long-range consequences for violations of laws concerning:

(1) Drugs
(2) Alcohol
(3) Motor Vehicle Code
(4) Marriage
(5) Crimes against the person
(6) Other

3. Evaluate how sentencing is affected by the nature and circumstances of the crime and the offender.

a. Demonstrate an awareness of the philosophy that punishment should fit the nature of the crime.

b. Determine the advantages and disadvantages of probation.

c. Demonstrate an understanding of how the appeal system is designed to minimize the effects of unusual punishment or trial irregularities.

d. Demonstrate an awareness of the human aspect of the justice system and of the variability of human judgment in determining sentences.

e. Determine the effect of political considerations on sentencing.

4. Demonstrate a knowledge of various types of correctional institutions.

a. Determine the need for correctional institutions.

b. Show how various types of correctional institutions differ: state-federal prisons, diagnostic centers, institutions in the delinquent and neglected, community treatment centers.

c. Demonstrate an awareness of the historical evolution of correctional institutions.

d. Demonstrate an awareness of the financial burden correctional institutions place on society.

e. Demonstrate an understanding of why there is a gap between the ideal and the real in correctional institutions.

f. Demonstrate a knowledge of various types of correctional procedures that have been used.

5. Determine how society reinforces acceptable behavior.

   a. Identify and provide historical examples of how groups rewarded their members' acceptable behavior.

   b. Identify the needs for conformity, as required by groups, and the individual's rights and responsibilities within the group.

   c. Demonstrate an understanding of how society's values are reflected in its economic, educational and political systems.

   d. Clarify one's own values in relation to society's values.

6. Demonstrate an awareness of how society attempts to change the behavior of offenders.

   a. Demonstrate knowledge about rehabilitation.

   b. Determine the implications of recidivism.

   c. Demonstrate an awareness of various correctional procedures used to change the behavior of residents.

   d. Demonstrate an understanding of the conflict between security and rehabilitation as correctional procedures.